Applicant Group: The French American School of Arizona
Proposed School Name: The French American Academy of Arizona

PRELIMINARY APPLICATION RATINGS					
Part A	**Educational Plan**				
A.1	Educational Philosophy	F	A	M	Technical Assistance / Comments
A.1a	Provide a clear and comprehensive overview of the school's philosophical approach, describing how students will learn and what the teacher's role in that learning will be.			1	Meets the Criteria
A.1b	Incorporate the elements fundamental to the school's program of instruction and mission statement.			1	Meets the Criteria
A.1c	Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience.		1		Addresses criteria, but lacks sufficient detail in: Providing clear details to support how the selected approach improves pupil achievement in relation to the target population. Providing details regarding research and/or experience in relation to the selected approach.
A.1d	Ensure the mission statement on the Target Population Page is consistent with the narrative.			1	Meets the Criteria
A.1 Total		0	1	3	
A.2	Target Population	F	A	M	Technical Assistance / Comments
A.2a	Identify the target population consistent with the information provided on the Target Population Page, demonstrating a clear understanding of the students and community the school intends to serve, including current levels of academic performance of the surrounding schools.		1		Addresses criteria, but lacks sufficient detail in: Demonstrating a clear understanding of the students and community the school intends to serve.
A.2b	Present an explanation of how the implementation of the program of instruction described in A.3 meets the needs of the target population including improving pupil achievement and providing educational choice.		1		Addresses criteria, but lacks sufficient detail in: Presenting an explanation of how the implementation of the program of instruction described in A.3 meets the identified needs of the target population. Providing details explaining how the school's proposed program of instruction improves pupil achievement in the target population.
A.2c	Describe the class size and teacher-student ratios and clearly explain how these address the needs of the target population for improved pupil achievement and educational choice.			1	Meets the Criteria
A.2 Total		0	2	1	
A.3	Program of Instruction	F	A	M	Technical Assistance / Comments
A.3a	Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards.			1	Meets the Criteria
A.3b	Demonstrate clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy.			1	Meets the Criteria
A.3c	Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population.			1	Meets the Criteria
A.3d	Ensure the Program of Instruction is consistent with the Academic Systems Plan.			1	Meets the Criteria

A.3 Total		0	0	4	
A.3.1	Mastery and Promotion	F	A	M	Technical Assistance / Comments
A.3.1a	Present clear criteria and conditions for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.			1	Meets the Criteria
A.3.1b	Describe a comprehensive viable and adequate process the school will use to determine grade-level promotion and retention consistent with State requirements.		1		Addresses criteria, but lacks sufficient detail in: Describing a process to determine promotion and retention that is consistent with state requirements - state mandated assessment.
A.3.1c	Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions.			1	Meets the Criteria
A.3.1d	Ensure consistency with Area II of the Academic Systems Plan.			1	Meets the Criteria
A.3.1 Total		0	1	3	
A.4	School Calendar and Weekly Schedule	F	A	M	Technical Assistance / Comments
A.4a	Clearly demonstrate compliance with hours/minutes of instruction for each grade level served for the proposed school calendar (standard or extended).			1	Meets the Criteria
A.4b	Provide a rationale for the selected weekly schedule that clearly supports improving pupil achievement in the target population.		1		Addresses criteria, but lacks sufficient detail in: Providing a rationale for the weekly schedule that clearly supports improving pupil achievement in the target population.
A.4c	Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.			1	Meets the Criteria
A.4 Total		0	1	2	
A.5	Academic Systems Plan	F	A	M	Technical Assistance / Comments
A.5a	Provide predicted target figures for Percent Passing in Mathematics and Reading aligned with target population information provided in Section A.2			1	Meets the Criteria ⍰
A.5b	Provide a clear description of the basis for setting baseline figures that aligns with Section A.2.			1	Meets the Criteria

A.5c	Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I): i. Adoption of curriculum aligned to Arizona State Standards; • adopting new and supplemental curriculum, • gathering curriculum options, • evaluating proposed curriculum programs and materials, and • verifying the curriculum is aligned to Arizona State Standards. ii. Implementation of curriculum to include; • integrating curriculum into instruction consistently, and • implementing the curriculum with fidelity to the design of the curriculum and program of instruction. iii. Evaluation of curriculum to include; • determining if curriculum is effective based on criteria set by the school, • ensuring that the curriculum allows students to meet the standards, • verifying whether curriculum is aligned to student needs, and • identifying if a curricular gap is preventing the students from mastering a standard. iv. Revision of curriculum to include; • making revisions to existing curriculum, and • replacing/supplementing existing curriculum through adoption of new curriculum. v. Adaptation to address the curriculum needs of subgroup populations by; • ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups.		1		Addresses criteria, but lacks sufficient detail in: Providing sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I): i. adoption of curriculum aligned to Arizona State Standards; • gathering curriculum options, ii. Implementation of curriculum; • implementing the curriculum with fidelity to the design of the curriculum and program of instruction. iii. Evaluation of curriculum; • verifying whether curriculum is aligned to student needs, v. Adaptation to address the curriculum needs of subgroup populations; • ensuring that implemented curriculum and supplemental curriculum meets the identified needs of students in subgroups. ⍰
A.5d	Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II): i. Developing the assessment system; • creating a data collection system that involves both formative and summative assessments, • ensuring the assessment system is aligned to the curriculum, and • the instructional methodology/program. ii. Analyzing assessment data; • students are performing, • whether instructional methodology and curriculum are meeting the needs of all students, and • what adjustments are made when methodology and/or curriculum are not meeting student needs. iii. Adapted to meet the needs of subgroups; • evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group. iv. Year to Year comparison; • determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency • determine the analysis completed during the year to allow for valid and reliable comparisons from year to year.		1		Addresses criteria, but lacks sufficient detail in: Providing sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II): i. Developing the assessment system; • ensuring the assessment system is aligned to the curriculum, and • the instructional methodology/program. iii. Adapting to meet the needs of subgroups; • specifically evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group. iv. Year to Year comparison; • determining what data will be collected to allow for valid and reliable comparisons of student growth and proficiency.

A.5e	Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III): i. Monitoring instruction; • gathering evidence to ensure that the classroom instruction is aligned with standards, • identifying if the instruction is taking place in the manner prescribed by curriculum planning documents, • verifying if the instruction allows students to effectively master state standards, and • ensuring that adjustments are made to the curriculum for students in subgroup populations. ii. Evaluating instructional practices; • integrating curriculum into instruction consistently, and • implementing the curriculum with fidelity to the design of the curriculum and program of instruction. iii. Evaluation of curriculum to include; • gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff, • using criteria to clearly measure instructional quality, and • disaggregating teacher evaluation data to identify strengths, weaknesses and needs of individual teachers. iv. Adapted to meet the needs of subgroups. • evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group. v. Providing feedback that develops the quality of teaching and standards integration; • analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual staff member on their quality of teaching and standards integration.		1		Addresses criteria, but lacks sufficient detail in: Providing sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III): i. Monitoring instruction; • ensuring that adjustments are made to the curriculum for students in subgroup populations. iii. Evaluating curriculum; • using criteria to clearly measure instructional quality, and • disaggregating teacher evaluation data to identify strengths, weaknesses, and needs of individual teachers. iv. Adapting to meet the needs of subgroups; • evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.
A.5f	Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV): i. Developing the professional development plan; • determining what PD topics will be covered throughout the year and • deciding what data and analysis will be used to make those decisions. ii. Supporting high quality implementation; • supporting high quality implementation of PD strategies by providing support and • allocating resources such as time, space, and the necessary material items required for implementation. iii. Monitoring implementation and follow-up; • monitoring that the strategies learned in professional development are implemented, and • following up with instructional staff regarding levels of implementation. iv. Adapted to meet the needs of subgroups; • determining what topics are addressed during PD to meet the needs of subgroups.			1	Meets the Criteria
A.5g	Identify the frequency and/or timing sufficient for the timely completion of the action steps as part of a comprehensive system in each Area.			1	Meets the Criteria
A.5h	Identify concrete documentation that will serve as evidence to demonstrate completion of all components of each action step.			1	Meets the Criteria

A.5i	Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s).			1	Meets the Criteria
A.5j	Be consistent with all sections of the application package			1	Meets the Criteria
A.5 Total		0	3	7	
A.6.K-2	K-2 Grade Span Instructional Analysis	F	A	M	Technical Assistance/Comments
A.6.K-2a	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. ***1. Learning Target:*** Identify what students must know and be able to do to demonstrate mastery of the Required Standard.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2b	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. ***2. Prior Knowledge:*** List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning target.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2c	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. ***3. Instructional Plan:*** Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2d	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. ***4. Instruction:*** Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2e	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. ***5. Formative Assessment:*** List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2f	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. ***6. Summative Assessment:*** Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2g	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. ***7. Remediation*** : Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6 Total		0	0	7	
A.6.3-5	3-5 Grade Span Instructional Analysis	F	A	M	Technical Assistance/Comments
A.6.3-5a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. ***1. Learning Target:*** Identify what students must know and be able to do to demonstrate mastery of the Required Standard.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.

A.6.3-5b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. ***2. Prior Knowledge:*** List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning target.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. ***3. Instructional Plan:*** Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. ***4. Instruction*** : Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. ***5. Formative Assessment:*** List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. ***6. Summative Assessment:*** Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. ***7. Remediation:*** Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5 Total		0	0	7	
	Part A Sub Total	0	8	34	
Part B	**Operational Plan**				
B.1	Applicant Entity	F	A	M	Technical Assistance / Comments
B.1a	Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school.			1	Meets the Criteria
B.1b	Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.			1	Meets the Criteria
B.1c	Clearly describe any subsidiary relationship of the Applicant entity to another organization.			1	Meets the Criteria
B.1d	Identify any current or prior charter operation by the Applicant, and any Principal, including the authorizer, timeframe, and nature of involvement.			1	Meets the Criteria

B.1e	Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Education Plan, Operational Plan, and/or Business Plan.			1	Meets the Criteria
B.1f	Be consistent with the background information provided for each individual.			1	Meets the Criteria
B.1g	Ensure consistency with information listed on Title Page.			1	Meets the Criteria
B.1h	Ensure consistency with the contents of the application package.			1	Meets the Criteria
B.1i	Ensure consistency with legal documentation establishing entity, including number of directors required by Bylaws.			1	Meets the Criteria
B.1 Total		0	0	9	
B.2	Governing Body	F	A	M	Technical Assistance / Comments
B.2a	Clearly identify the specific roles and the responsibilities of the school governing body as per A.R.S. §15-183 (E)(8).			1	Meets the Criteria
B.2b	Clearly indicate if the corporate board for Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established.			1	Meets the Criteria
B.2c	Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission.		1		Addresses criteria, but lacks sufficient detail in: Providing a description of the school governing body's capacity to fulfill its requirements and support the school mission.
B.2d	Describe a clear and appropriate process for selecting initial governing body members and filling vacancies that result in selecting a governing body qualified to fulfill its responsibilities.		1		Addresses criteria, but lacks sufficient detail in: Describing appropriate process for filling vacancies with qualified school governing body members.
B.2e	Be consistent with all sections of the application package.			1	Meets the Criteria
B.2 Total		0	2	3	
B.3	Management and Operation	F	A	M	Technical Assistance / Comments
B.3a	Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school.			1	Meets the Criteria
B.3b	Present a comprehensive viable and adequate operational plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel (each year for the first three years) and their oversight responsibilities related to the following areas: i. Instruction, ii. Curriculum and Assessment (mandated State testing), iii. Staff Development, iv. Financial Management, v. Contracted Services, vi. Personnel, vii. Grants Management, and viii. Student Information System (SIS).			1	Meets the Criteria
B.3c	Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities.			1	Meets the Criteria
B.3d	Be consistent with all sections of the application package.			1	Meets the Criteria
B.3 Total		0	0	4	

B.3.2	Contracted Services	F	A	M	Technical Assistance / Comments
B.3.2a	Delineate all areas, for which the Applicant plans to contract with a service provider.			1	Meets the Criteria
B.3.2b	Identify the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service.			1	Meets the Criteria
B.3.2c	Provide clear and specific sources for costs of each listed contracted services.			1	Meets the Criteria
B.3.2d	Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.		1		Addresses criteria, but lacks sufficient detail in: Describing how the costs associated with all listed services are viable and adequate for the target population identified in A.2
B.3.2e	Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.			1	Meets the Criteria
B.3.2 Total		0	1	4	
	Part B Sub Total	0	3	20	
Part C	**Business Plan**				
C.1	Facilities Acquisition	F	A	M	Technical Assistance / Comments
C.1a	Identify a timeframe for securing an appropriate facility consistent with the start-up date of the school identified on the Target Population Page.			1	Meets the Criteria
C.1b	Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space (floor plan), and location that will accommodate the number of anticipated students as identified throughout the application package.		1		Addresses criteria, but lacks sufficient detail in: Identifying/describing the facility necessary to implement the program especailly for multi-grade (age) classrooms, the total number of students to be accommodated in Year One using the existing facility, playgrouds to be equipped in Option 2 and Option 3.
C.1c	Identify and provide documentation on available facilities within the target market that will allow implementation of the program of instruction and support the student population and class size described in the application package.			1	Meets the Criteria
C.1 Total		0	1	2	
C.2	Marketing and Student Enrollment	F	A	M	Technical Assistance / Comments
C.2a	Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page.			1	Meets the Criteria
C.2b	Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.			1	Meets the Criteria
C.2c	Provide clear and specific sources for costs associated with the marketing plan.			1	Meets the Criteria
C.2d	Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget.			1	Meets the Criteria
C.2e	Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
C.2f	Describe the proposed fair and equitable admission requirements and documents required in the enrollment packet.			1	Meets the Criteria
C.2g	Describe the enrollment procedures compliant with A.R.S. §15-184, including the timeframe, process used if capacity is insufficient to enroll all students, and documentation collected for student registration once a student is admitted to the school.			1	Meets the Criteria

C.2h	Identify the enrollment targets, including the minimum and maximum projected enrollment at each grade level that will be set, and how these targets were determined.			1	Meets the Criteria ?
C.2 Total		0	0	8	
C.3	Personnel	F	A	M	Technical Assistance / Comments
C.3a	Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position.			1	Meets the Criteria
C.3b	Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including: • the grades and number of students to be served in each of the first three years of operation, and • the number of each type of instructional and non-instructional personnel each year.		1		Addresses criteria, but lacks sufficient detail in: Describing how the staffing plan is adequate for the effective implementation of the English program of instruction, including the number of each type of instructional and non-instructional personnel each year.
C.3c	Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.			1	Meets the Criteria
C.3d	Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction.			1	Meets the Criteria
C.3e	Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
C.3 Total		0	1	4	
C.4	Start-Up Budget	F	A	M	Technical Assistance / Comments
C.4a	List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation.			1	Meets the Criteria
C.4b	List expenditures to cover the start-up plans described in the application package.			1	Meets the Criteria
C.4c	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Meets the Criteria
C.4d	Ensure revenues cover expenditures.			1	Meets the Criteria
C.4e	Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget.			1	Meets the Criteria
C.4f	Be consistent with all sections of the application package.			1	Meets the Criteria
C.4 Total		0	0	6	
C.5	Three-Year Operational Budget	F	A	M	Technical Assistance / Comments
C.5a	List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package.			1	Meets the Criteria
C.5b	Ensure state equalization detailed in Projected Revenue Calculator is consistent with the Target Population and the student count by grade level.			1	Meets the Criteria
C.5d	Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2.			1	Meets the Criteria

C.5e	Demonstrate through the assumptions that the amounts listed are viable and adequate.		1		Addresses criteria, but lacks sufficient detail in: Demonstrating through the assumptions that the amounts listed for facility Year 3 specifically for building improvements are viable and adequate.
C.5f	If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms.			1	Meets the Criteria
C.5g	Ensure revenues cover expenditures.			1	Meets the Criteria
C.5h	Be consistent with all sections of the application package.		1		Addresses criteria, but lacks sufficient detail in: Ensuring consistency with section C1 of the application package regarding the facility. *Year 3 was the area of concern in the Preliminary score sheet. However, the applicant has changed its plan in the resubmission. Based on the revised application, the applicant has intended to use the existing preschool facility in Year One. No number of total students that the existing facility can hold is given. General cost per square foot does not explain if that includes costs for build-outs and improvements. No amount is specified to develop a play ground for Option 2 or Option 3.
C.5 Total		0	2	5	
	Part C Sub Total	0	4	25	
Grand Total	**Parts A, B, and C**	0	15	79	

SUMMARY	No scoring area in Part A, B, or C received a score of Falls Below
	More than one scoring area in each section scored Approaches
	Educational Plan Fails 95% Test
	Operational Plan Fails 95% Test
	Business Plan Fails 95% Test
CONCLUSION	**Fails to Meet the Criteria, Therefore Substantively Incomplete**