



Arizona Charter School Program
Arizona Department of Education

Mission: AZ Charter School Program Ensures High-Quality Educational Choices by
Selecting, Monitoring, and Assisting Transformative Leaders

Important Note: This document is not the application itself. It is the evaluation criteria for reviewers to score the application. It may also serve as a guide for applicants to assist in meeting the expectations of the application.

AZCSP 2021-25 Application Evaluation Criteria

A. ESEA 4303 Compliances – Non scoring

Element	Rating Description
ESEA Title IV, Part C, Sec. 4303(f)(1)(A)(vi)(II)	<i>Non Scoring - Failure to address the question completely will disqualify the application from consideration.</i>
ESEA Title IV, Part C, Sec. 4303(f)(1)(A)(viii)(I)	<i>Non Scoring - Failure to address the question completely will disqualify the application from consideration.</i>
ESEA Title IV, Part C, Sec. 4303(f)(1)(A)(viii)(II)	<i>Non Scoring - Failure to address the question completely will disqualify the application from consideration.</i>
ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(I)	<i>Non Scoring - Failure to address the question completely will disqualify the application from consideration.</i>
ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(IV)	<i>Non Scoring - Failure to address the question completely will disqualify the application from consideration.</i>
ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(VI)	<i>Non Scoring - Failure to address the question completely will disqualify the application from consideration.</i>
ESEA Title IV, Part C, Sec. 4303 (f)(1)(E)	<i>Non Scoring - Failure to address the question completely will disqualify the application from consideration.</i>
ESEA Title IV, Part C, Sec. 4303 (f)(1)(C)(i)(II)	<i>Non Scoring - Failure to address the question completely will disqualify the application from consideration.</i>

Failure to sign the Assurances will disqualify the application from consideration.

B. Abstract - Non Scoring (Max 300 words)

The abstract narrative should include objectives, expected outcomes, and impacts.

C. Preference Points - Not Required -- Total points possible: 5 points added to the total score

A description of how the applicant will increase high school student academic achievement and graduation by participating in dual or concurrent enrollment programs or early college high schools.

Section C	<i>Scored by AZCSP</i>	Points earned:	/5
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D. Charter Entity Founders – Total points possible: 40 points

Element:	Rating Description
1. Provide a clear and concise mission statement aligned with the needs of disadvantaged students. (Max 75 words)	<i>Non Scoring - Failure to address the question completely will disqualify the application from consideration.</i>
2. Describe the background of the founders/leaders including their experience in supporting the successful planning and implementations of the school.	<i>Non Scoring - Failure to address the question completely will disqualify the application from consideration.</i>
3. Capacity Interview	15 points scored by the AZCSP staff
4. Provide evidence that demonstrates the applicant's ability to improve academic achievement in reading and math for disadvantaged students. Evidence must include data from reliable, research-based assessment/benchmarks that identifies the percentage of students who met standards.	1) F – The applicant did not provide evidence of academic improvement in growth or percent passing on the selected assessment among disadvantaged students. 2) A - The applicant provided evidence that fewer than 50% of disadvantaged students served by the applicant passed the selected assessment in math and reading. 3) M - The applicant provided evidence that at least 50% of disadvantaged students served by the applicant passed the selected assessment in math and reading. 4) E - The applicant provided evidence that at least 75% of disadvantaged students served by the applicant passed the selected assessment in math and reading.
Evidence:	
5. Define the community the charter school will serve, provide the supporting data on how the applicant would address the needs of the defined community, and name community partners and how they will assist the planning and implementation of the school.	

<p>a) What are the distinctive characteristics of the target community and who are existing and potential partners?</p>	<p>1) F - The applicant has not provided evidence that defined the community and partners. 2) A - The applicant has provided little evidence of area demographics, target student population data, crimes stats, health data that defined the community and partners. 3) M - The applicant has provided sufficient evidence of area demographics, target student population data, crimes stats, health data that defined the community and partners. 4) E - The applicant has provided evidence based on extensive research such as area demographics, target student population data, crimes stats, health data that defined the community and identified partners.</p>
<p>Evidence:</p>	<p>b) What are the academic needs of the community? What is the supporting data?</p>
<p>Evidence:</p>	<p>c) What are the major challenges the charter school would face? What is the plan to address those challenges?</p>
	<p>1) F - The applicant has not provided evidence that defines its challenges and their plan to address their challenges. 2) A - The applicant has provided little evidence such as attendance, transportation, before and after school needs, parent participation, target student population data that defines its challenges and their plan to address their challenges. 3) M - The applicant has provided sufficient evidence such as attendance, transportation, before and after school needs, parent participation, target student population data</p>

	that defines its challenges and their plan to address their challenges. 4) E - The applicant has identified and developed relationships/partnership with community and neighborhood groups or associations. The applicant has provided evidence based on extensive research such as attendance, transportation, before and after school needs, parent participation, target student population data that defines its challenges and their plan to address their challenges.
Evidence:	

Section D	F – 1	A – 2	M – 3	E – 4
1.				
2.				
3.	<i>Scored by AZ CSP</i>			
4.				
5 a.				
5 b.				
5 c.				
			Points earned:	/40

E. Governance – Total points possible: 25 points

Element:	Rating Description
1. Describe how the charter school will be governed and managed. An organizational structure chart shall be submitted.	<p>1) F - The governing body has not developed an organizational structure.</p> <p>2) A - The governing body has developed an organizational structure but it is poorly defined and lacks clarity.</p> <p>3) M - The governing body has developed an organizational structure. The reporting structure within the organization ensures the decisions and actions are in accordance with defined roles and responsibilities of the governing body.</p> <p>4) E - The governing body has developed an organizational structure. The reporting structure within the organization ensures the decisions and actions are in accordance with defined roles and responsibilities of the</p>

	<p>governing body. The succession plan and organizational structure are consistent throughout the organization.</p>
Evidence:	
2. Describe how the governing authority will create and monitor the strategic plan using the logic model template provided.	<p>1) F - There is no alignment between goals, inputs, activities, outputs, outcomes; activities and outcomes cannot be measured.</p> <p>2) A - The governing body has developed a strategic plan but lacks alignment; activities and outcomes are not reasonable/realistic; resources are not clearly related to or supportive of activities.</p> <p>3) M - The governing body has developed a strategic plan which has reasonable linkages and plausible connections for most components; outcomes are mixed; resources are not clearly related to or supportive of activities.</p> <p>4) E - The governing body has developed a sustainable strategic plan in which ALL components are clearly aligned; activities and outcomes are reasonable and can be measured; resources are clearly defined and related to direct support of activities.</p>
Evidence:	
3. What is the succession plan for governing body members and key school leadership to sustain the school's mission?	<p>1) F - The governing body has not developed or is at the beginning stage of developing a succession plan for board members and key school leaders.</p> <p>2) A - The governing body has developed a succession plan for board members and key school leaders but lacks sustainability.</p> <p>3) M - The governing body has a sound succession plan for governing board members and key school leaders who are advocates for the school's mission and improvement efforts.</p> <p>4) E - The governing body has a sound succession plan for governing board members and key school leaders who are advocates for the school's mission and improvement efforts. The plan provides opportunities for professional growth for leaders to sustain the school's mission.</p>

Evidence:	
4. Describe how the charter school will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.	<i>Non Scoring - Failure to address the question completely will disqualify the application from consideration.</i>

Section E	F - 1	A - 2	M - 3	E - 4
1.				
2.				
3.				
4.				
			Points earned:	/25

F. Leadership – Total points possible: 25 points

Element:	Rating Description
1. What process is in place or will be in place to develop challenging curriculum including supplemental curriculum aligned with the state standards that meets the unique needs of disadvantaged students?	<p>1) F - The applicant has not developed or is at the beginning stage of developing a system to create, implement, evaluate, and revise school curriculum including supplemental curriculum aligned with the state standards based on clearly defined and measurable expectations for student learning.</p> <p>2) A - The applicant has developed a system to create, implement, evaluate, and revise school curriculum including supplemental curriculum aligned with the state standards. The system lacks cohesiveness or alignment with school's purpose.</p> <p>3) M - The applicant has developed a system to create, implement, evaluate, and revise school curriculum including supplemental curriculum aligned with the state standards based on clearly defined and measurable expectations for student learning. The system demonstrates evidence of alignment between the curriculum and the school's purpose with systematic implementation across the school.</p> <p>4) E - The applicant has developed a system to create, implement, evaluate, and revise school curriculum including supplemental curriculum aligned with the state standards</p>

	<p>based on clearly defined and measurable expectations for student learning. The system demonstrates a formalized process of alignment with the curriculum and the school's purpose with systematic and sustainable implementation across the school.</p>
Evidence:	
2. What process is in place or will be in place to design and implement instructional practices aligned with the curriculum to meet the unique needs of disadvantaged students?	<p>1) F - The applicant has not developed or is at the beginning stage of developing a system to design, implement, evaluate, and adjust instructional methodology which is proven, research-based, and reflective of best practices.</p> <p>2) A - The applicant has developed a system to design, implement, evaluate, and adjust instructional methodology which is proven, research-based, and reflective of best practices. The system lacks alignment with the curriculum and school's purpose.</p> <p>3) M - The applicant has developed a system to design, implement, evaluate, and adjust instructional methodology which is proven, research-based, and reflective of best practices. The system demonstrates evidence of alignment with the curriculum and the school's purpose with systematic implementation across the school.</p> <p>4) E - The applicant has developed a system to design, implement, evaluate, and adjust instructional methodology which is proven, research-based, and reflective of best practices. The system demonstrates a formalized process of alignment with the curriculum and the school's purpose with systematic and sustainable implementation across the school.</p>
Evidence:	
3. What process is in place or will be in place to develop a comprehensive academic assessment system to measure the performance of disadvantaged students?	<p>1) F - The applicant has not developed or is at the beginning stage of developing a comprehensive academic assessment system based on clearly defined performance measures.</p>

	<p>2) A - The applicant has developed an academic assessment system based on clearly and defined performance measures. The system is not comprehensive nor aligned with the curriculum and instructional practices.</p> <p>3) M - The applicant has developed a comprehensive academic assessment system based on clearly defined performance measures. The system demonstrates evidence of alignment with the curriculum and instructional practices.</p> <p>4) E - The applicant has developed a comprehensive academic assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology. The system demonstrates a formalized process to yield reliable, valid, and bias free information to assess student performance on expectations for student learning; to conduct a systematic analysis of instructional effectiveness; to adjust curriculum and instruction systematically in response to data from multiple assessments.</p>
4. What process is in place or will be in place to recruit, select, and hire quality educators?	<p>1) F - The applicant has not developed or is at the beginning stage of developing a system to recruit and select educators.</p> <p>2) A - The applicant has developed an inadequate system that lacks recruiting strategies and criteria to select qualified educators.</p> <p>3) M - applicant has developed a system with recruiting strategies and criteria to select qualified educators.</p> <p>4) E - The applicant has developed a comprehensive system to recruit, select, and hire qualified educators to implement adopted curriculum and instructional practices effectively.</p>
Evidence:	
5. What process is in place or will be in place to monitor and measure educator effectiveness?	<p>1) F - The applicant has not developed or is at the beginning stage of designing a framework for monitoring and measuring educator effectiveness.</p>

	<p>2) A - The applicant has developed a framework for monitoring and measuring educator effectiveness but lacks fairness, flexibility, and a research-based approach.</p> <p>3) M - The applicant has developed a framework for monitoring and measuring educator effectiveness which is fair, flexible, and a research-based approach to enhance and improve student learning.</p> <p>4) E - The applicant has developed a comprehensive framework for monitoring and measuring educator effectiveness. The framework is fair, flexible, and a research-based approach incorporating multiple measurements of achievement with clearly defined expectations.</p>
Evidence:	
6. What process is in place or will be in place to engage leaders and educators in reflective self-assessment and school-wide assessment that holds all parties accountable to the school's mission?	<p>1) F - The applicant has not yet developed or is at the beginning stage of developing an ongoing process for self-assessment and school-wide assessment.</p> <p>2) A - The applicant has developed an inadequate ongoing process for self-assessment and school-wide assessment. Accountability efforts are not informed by the results of earlier efforts through reflection and assessment.</p> <p>3) M - The applicant has developed an ongoing process for self-assessment and school-wide assessment. Accountability efforts are informed by the results of earlier efforts through reflection and assessment.</p> <p>4) E - The applicant has developed a collaborative and ongoing process for self-assessment and school-wide assessment. Accountability efforts are informed by the results of earlier efforts through reflection and assessment that are sustained and aligned with the school's mission.</p>
Evidence:	

Section F	F - 1	A - 2	M - 3	E - 4
1.				
2.				
3.				
4.				
5.				
6.				
			Points earned:	/25

G. Budget Form and Narrative – Total points possible: 10 points

Complete the budget narrative and form	Rating Description
A description of the eligible applicant's Planning and Implementation activities and expenditures of subgrant funds to support the activities of opening and preparing for the operation of new charter schools, or replicated high-quality charter schools, or expanding high-quality charter schools.	<p>1) F – Budget application included only numbers. Job descriptions are not included.</p> <p>2) A – Budget description provided few details of how Planning and Implementation funds are to be spent. Partial job descriptions are included.</p> <p>3) M – Budget description provided details of how Planning and Implementation funds are to be spent including job descriptions.</p> <p>4) E – Budget description provided details of how Planning and Implementation funds are to be spent including job descriptions and cost objectives with time lines.</p>
Evidence:	

Section G	F - 1	A - 2	M - 3	E - 4
1.				
			Points earned:	/10