



Arizona Charter Schools Program
Arizona Department of Education

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

**Arizona Charter Schools Program
Start-up Grant Project Years 2021-25 Subgrantee* Application**

** In compliance with Uniform Guidance 2 CFR §200.330, AZCSP awardees have been determined to be subrecipients of CFDA 84.282 A awarded to the Arizona Department of Education, Charter Schools Program, October 1, 2018. Subrecipients will also be known as non-federal entities.*

Purpose

Arizona Charter Schools Program is to, from the amount available (ESEA §4302(b)(3)), support the startup of new charter schools, the replication of high-quality charter schools, and the expansion of high-quality charter schools on a competitive basis (ESEA §4303 (b) (1)).

Eligibility

The applicant must submit an application to apply for the startup subgrant to obtain assistance in planning, program design, and the initial implementation of its charter schools. The entity applying for this grant must be a Not for Profit organization registered and in good standing with the Arizona Corporation Commission at the time of the application submission.

Applicants can apply in 2019 if they meet the following conditions:

- 1) the applicant has already submitted its charter application to the Arizona State Board for Charter Schools (ASBCS) in June 2019 or
- 2) must have already submitted a replication application to ASBCS. Either application must be approved by ASBCS at its December 2019 public meeting.
- 3) New Arizona State University (ASU) sponsored charter schools must also be approved by December 2019.

Before the non-profit organization can receive the AZCSP application, it must complete and submit the Arizona Charter Schools Program Grant Eligibility Form and the applicant Registration Form. Both forms are available at the AZCSP website: <http://www.azed.gov/charter-school-program/>.

Notice

1. The charter school must meet the federal definition of a charter school found in ESEA §4310(2).
- (2) CHARTER SCHOOL —The term “charter school” means a public school that—
 - (A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
 - (B) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;

- (C) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- (D) provides a program of elementary or secondary education, or both;
- (E) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- (F) does not charge tuition;
- (G) complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and part B of the Individuals with Disabilities Education Act;
- (H) is a school to which parents choose to send their children, and that—
 - (i) admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or
 - (ii) in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i);
- (I) agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State;
- (J) meets all applicable Federal, State, and local health and safety requirements;
- (K) operates in accordance with State law;
- (L) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and
- (M) may serve students in early childhood education programs or postsecondary students.

2. The proposed school shall meet one of the following definitions of educationally disadvantaged:

- 1) A school serving at least 40% racially and ethnically diverse students; or
- 2) A school serving at least 40% economically disadvantaged students eligible for federal lunch program support; or
- 3) A school serving at least 40% students with disabilities; or
- 4) A school serving at least 40% English Language Learners (ELL).

Select one of the four categories on page 2 of the accompanying AZCSP Eligibility Form.

3. To receive a replication or expansion subgrant, the applicant must demonstrate that is a high quality charter school as per ESEA §4310 (8).

HIGH-QUALITY CHARTER SCHOOL. —The term "high-quality charter school" means a charter school that—

- (A) shows evidence of strong academic results, which may include strong student academic growth, as determined by a State;

- (B) has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;
 - (C) has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and
 - (D) has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. A subgrant may be no more than 5 years of which no more than 18 months can be used for planning and program design. ESEA §4303(d)(1)(B) & 4303(h)(1)(B).
 5. AZCSP encourages applicants to propose academic programs and instructional practices that work for all students including serving students in rural communities.
 6. Allowable costs are described in the Budget Narrative Section G. Instructions for describing Planning and Implementation activities are in the Budget Narrative Section G.

Application Evaluation

The AZCSP grant is aligned with the US Department of Education Charter Schools Program Priorities and the submitted application will be scored in light of these priorities. All applicants will be subject to review of previous state and federal education performance. *2 CFR §200.205 (1)* The Evaluation Criteria are provided to assist in meeting the expectations of the application. It is not the application.

Application Submission

In preparing the application for submission, use 12-point Times New Roman, Arial or Calibri font, double line spacing, and 1-inch margins. Tables may be in an 11-point font.

Submit in pdf format to AZCharterSchoolProgram@azed.gov

Application deadline is **October 7, 2019, 11:59 PM (MST)**

Capacity interview will be held during the week of October 21, 2019.

Application Assistance

In-person application assistance is available in public trainings provided by AZCSP staff. Locations and dates are posted on the AZCSP webpage: <http://www.azed.gov/charter-school-program/>. Important written information regarding the application, its policies and procedures are also located on the AZCSP web page. AZCSP recommends applicants to attend the public training opportunities and to use the resources provided.

AZCSP 2021-25 Application

A. ESEA Part C 4303 Compliance – Non-Scoring Section. *(It is recommended that applicants review the following citations from ESEA Title IV, Part C Expanding Opportunity Through Quality Charter Schools. Failure to address them accurately and completely will disqualify the application from consideration. Links to ESEA Title IV, Part C, 4301 et. al, CSP Nonregulatory Guidance, and Office of Management & Budget Uniform Guidance can be found at the AZCSP Website.)*

1. A description of how school governance is prepared to continue to operate once the subgrant funds are no longer available. *ESEA Title IV, Part C, Sec. 4303(f)(1)(A)(vi)(II)*

Maryvale Preparatory will be breakeven by 2021, and the anticipated, budgeted expenditures will be at or lower than the combined anticipated revenue from per-pupil funding plus Title I support, and local fundraising. Over the course of three years from 2016-2019, Maryvale Preparatory has successfully raised over \$300,000 from tax credits, community donations, and grants. Should the school have financial issues identified during the budgeting, subsequent forecasting, or long-term budgeting process, we will have contingency plans in place to continue to provide the same high-quality program. They include the following: hiring freezes, immediate halt of purchasing of non-essential curriculum and supplies, halt of all extraneous construction and repair projects, and staffing cuts (as a last resort). The school has never had to take any of these steps.

Over the course of six years, Great Hearts Academies and Maryvale Preparatory have successfully generated millions of dollars for the school through community fundraising efforts. The funds have been dedicated to building the new campus and to support the start-up gap in yearly operating costs. The charter management organization Great Hearts Academies (an Arizona not-for-profit corporation) has a successful history of fundraising

and will continue to assist Maryvale Preparatory financially should there be an operating revenue gap.

The charter authorizer, the Arizona State Board for Charter Schools, helps ensure the sustained quality of Maryvale Preparatory through its oversight, guidance, and support. In addition to be the sponsor, the State Board evaluates the school's progress toward meeting academic, operational, and financial framework standards. The State Board performed a site visit to the school in year one, then annually compiles the academic, operational and financial framework results for Maryvale Preparatory, based on academic performance framework and the annual financial and compliance audit. The State Board requires review of performance against the school's objectives and goals after five and ten years of operation. At the conclusion of the initial charter's 15-year term, the State Board determines whether it will reauthorize Maryvale Preparatory's charter based on achievement of the school's objectives.

Maryvale Preparatory has done due diligence regarding business management during its planning period and anticipates no major challenges to financial sustainability. As a charter school, Maryvale Preparatory receives operational funds from the state of Arizona based on student enrollment. We comply with Section 15-185 of the Arizona Charter School Law which describes the funding formula for continuing operation of the school once the federal grant has expired and Maryvale Preparatory continues to meet its educational objectives.

2. A description of how the eligible applicant will support recruitment and enrollment practices to promote inclusion of all students, including by eliminating any barriers to enrollment for educationally disadvantaged students including foster youth and unaccompanied homeless youth. *ESEA Title IV, Part C, Sec. 4303(f)(1)(A)(viii)(I)*

Enrollment of a student is different from admission of a student. When a school admits a student, it offers the student a seat at the school; the student can decide to accept the seat and attend the school or not. When a school enrolls a student, the student is indicating his or her intention to attend the school and be included in the school's student count. Although a public charter school may offer admission to students simply upon submission of an application, before a student may be enrolled in and attend school, schools must obtain certain documentation from each student's parent or guardian.

Maryvale Preparatory, as a public charter in Arizona, is subject to open enrollment laws. In the fall, any current and eligible waitlisted student has the opportunity to rollover in advance of newly submitted open enrollment applications to the following school year and waitlist. In addition, Maryvale Preparatory offers an open enrollment period that allows new applications for the next year to be submitted during a clearly specified time. Typically, Great Hearts academies, including Maryvale Preparatory, receive more applications for enrollment than seats available for each grade. If this is the case for any grade level, a lottery will be held for the open enrollment applications. Any students who submit their applications after the completion of the open enrollment period will be ordered on a first-come first-served prioritized basis as a post-open enrollment application. Students who do not receive an offer after rollover, open enrollment, and the lottery, will be placed on a waitlist and may be offered enrollment throughout the year if a seat becomes available.

Enrollment Periods and Process:

Rollover Period: previous year's waitlisted applications electing to remain on the 2019-2020 waitlist;

Open Enrollment Period: applications submitted during the open enrollment period that are eligible for the randomized lottery drawing;

Post Open Enrollment Period: applications submitted after the open-enrollment period, not eligible for lottery and processed on first-come, first-served basis;

Re-enrollment Period: current students attending Maryvale Preparatory who plan on returning in the 2019-2020 academic school year for the next grade level.

Inclusive enrollment practices at Maryvale Preparatory

Recruitment and enrollment are completed in a way to best accommodate parents' and students' needs. Parents who are Spanish-speaking can request translators to assist them with the enrollment process over the phone or in-person at the school campus. Students and parents who do not have reliable access to computers have the option of filling out the enrollment application in the front office with computers and additional assistance provided to them by Maryvale Preparatory staff. Students who are homeless are provided with care under the McKinney-Vento guidelines for homeless education assistance. The following policies are enacted to facilitate immediate enrollment at Maryvale Preparatory for Homeless youth.

- Staff are trained on all school enrollment policies regarding homeless youth and immediate enrollment.
- Affidavits of residence has been created to replace typical proof of residency.
- Maryvale Preparatory accepts school records directly from families and youths.

- We have short diagnostic assessments to place students immediately while awaiting complete academic records.
- Inform families and youths in a language they can understand their rights to attend either their school of origin or local school.
- Forms that are easily accessible and are difficult to understand are used to explain the right to appeal any decision.
- Maryvale Preparatory expeditiously follows up on any special education and language assistance referrals or services.
- We inform parents on how to access vital records such as birth certificates and immunization records in a timely manner, either through web services or expedited requests from appropriate agencies.
- While waiting on official school records, Maryvale Preparatory has informational conversations with parents and youths, as well as teachers and staff at the student's previous school, to find out a little about the student so that academic services can be put in place immediately;
- When a student disenrolls, Maryvale front office assembles a portfolio of information and samples of schoolwork in a folder that the parent or student can show upon enrollment in the new school.
- Maryvale Preparatory helps all students who are homeless by connecting them to local shelters, food banks, and community organizations that help homeless youth. Foster youth are provided additional assistance during enrollment and transportation options as well. Students

who are foster youth or homeless are provided free lunch and breakfast at the school without the need for filling out a lunch application.

3. A description of how the eligible applicant will support all students once they are enrolled to promote retention and reduce the overuse of discipline practices. *ESEA Title IV, Part C, Sec. 4303(f)(1)(A)(viii)(II)*

There is a comprehensive process that begins during the registration period for students. During the first steps of this process, we determine whether a student has a disability by analyzing files from previous schools and/or doctors, so that we can immediately begin plans to serve that student's needs. In conjunction, we also seek discipline records from the previous school the child attended, to help us in determining optimal section assignment, such as which teachers might work best with that student. To start the school year, we have all the students take assessments in Math and Reading. We then place students in appropriate programs to help support them. If students are in the bottom 25% based on academic assessment screening, they are placed into our intervention support program and provided supplemental services with a teaching assistant. Finally, students are carefully evaluated in compliance with 45-day screening which helps Exceptional Student Services (ESS) team members determine if students have a disability. If so, they are given appropriate accommodations thereafter.

A child's behavior plays a central role in forming his or her character. At Maryvale Preparatory, we take seriously the moral formation of our students and work earnestly to assist their growth and development of good habits of thought, word, and deed. We view our students as young persons who need role models and encouragement, as well as clear boundaries to promote virtuous conduct. Students desire trustworthy boundaries, both for their own sense of security as well as their sense of justice. Students need boundaries to support them in their moral and intellectual development as well as to preserve the classroom for those students who are ready to learn. All students will make mistakes or bad choices and test boundaries as they progress along the path toward living virtuously. This means they are human, not bad students. The faculty and staff of Maryvale Preparatory are committed to assisting the growth and well-being of each student, no matter his or her background, with an eye toward their good, including upholding and enforcing boundaries of behavior with fairness and consistency.

Many student misbehaviors are minor in nature and will be addressed by faculty in the moment. These smaller instances of correction from teachers fall in line with the normal course of building good habits. Students speaking out of turn in class, needing reminders to walk in line properly, or choosing not to follow instructions are typical examples. Other situations will require more time for the teacher or administrator to determine the proper course of action. In the case of more serious or escalated misbehavior, such as disrespect towards an adult, defiance of authority (including persistent, willful, low-grade misbehavior), lying to an adult, cheating on exams or academic assignments, fighting, forging a parent's signature, theft, willful destruction of property, etc., the parent will be

contacted and informed of the disciplinary measures taken. The framework and implementation of behavioral expectations and consequences is established by the headmaster. Corrective actions may include, but are not limited to:

- Suggestion or encouragement
- Redirection
- A brief and discrete conversation
- Being directly addressed
- Making a verbal or written apology
 - Loss of a privilege
- Standing or sitting at the back of the room or in the hallway
- Being sent to speak with the headmaster or school administrator who oversees disciplinary matters
- Detention
- Suspension
- Expulsion

Maryvale Preparatory's principle-based, individualized approach to discipline greatly aids us in considering the specific needs of disadvantaged children. For example, instead of having a policy in which certain infractions automatically necessitate a suspension, we seek what is in the best interest of each child and consider factors such as student pressures and student growth when making these determinations.

At the same time, the staff is aware of the need to be sensitive to the specific needs and concerns of subgroups in the school's population. For instance, Maryvale Preparatory works with Janelle Wood, founder of Black Mothers Forum, who consults with Great Hearts headmasters on ways to avoid overuse of discipline for black youths.

We align our approach to what for best practices for disadvantaged students in accordance with "Culture Abilities Resilience Effort" Strategies for Closing the Achievement Gaps issues by National Education Association.

(http://www.nea.org/assets/docs/mf_CAREbook0804.pdf) and Michigan State University's "Best Practices in the classroom"

(<https://msu.edu/~dunbarc/dunbar3.pdf>).

In summary, Maryvale Preparatory works with students on multiple levels, but the most important relationship is the teacher and student level. The teacher and student dynamic are one where both can develop care and understanding that help each other learn and grow together. A teacher will know if a child has problems at home or if a traumatic situation happened in their life before any other staff member at the school. Discipline practices should always be limited with all the students to instead build a culture of self-responsibility and trust between the teacher and student.

In handling discipline as outline above, Maryvale Preparatory creates strong habits that dramatically lowers the use of discipline practices over time, enhances student and family wellbeing, and increases year-over-year student retention.

Finally, the Executive Director and Network School Governing Board conduct a quarterly review of disciplinary rates and practices to ensure careful and deliberate practices around student discipline.

4. A description of the roles and responsibilities of eligible applicants, partner organizations, and charter management organizations, including the administrative and contractual roles and responsibilities of such partners. *ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(I)*

Overview: Maryvale Preparatory, like all other Great Hearts schools, is a subsidiary, nonprofit corporation to Great Hearts Academies. Great Hearts Academies is a separate 501(c)(3) Arizona nonprofit corporation and is named as the sole corporate member (parent corporation) in the articles of incorporation and bylaws of Maryvale Preparatory. The Great Hearts Academies Corporate Board approves annually the membership of the Network School Governing Board which serves as the fiduciary entity for all 22 Great

Hearts academies in Arizona. The president of Great Hearts Arizona acts as the charter representative for all new Great Hearts schools. The Arizona State Board for Charter Schools is the charter authorizer.

Roles and Responsibilities of Maryvale Preparatory Board of Directors: Maryvale Preparatory has independent 501(c)(3) status and the Network School Governing Board fulfills the Arizona statutory requirement that every charter school maintain a local governing board, which is subject to the Open Meeting Law, and acts as the local policy and fiduciary entity regarding the adoption of budgets, standard policy and procedures, as well as parent concerns, academy culture, and student discipline.

Network School Governing Board members were recruited from among parents and community members who have the expertise and passion to promote growth of the local school while still fully embracing the Great Hearts vision for improving education across Phoenix.

The Network School Governing Board implements the standard Great Hearts policies and advises the lead office and Great Hearts executive team, as necessary, on potential policy gaps, additions, or revisions. The bylaws of Maryvale Preparatory and Great Hearts indicate that the Great Hearts Corporate Board is authorized to appoint and remove the members of the Network School Governing Board at its discretion.

The Network School Governing Board can form ad hoc subcommittees to examine issues and make recommendations to the full board. Examples of issues that ad hoc subcommittees might address are facilities or academic policies.

The Academy Operations Team provides a quarterly report to the site board and takes local directives and interpretations from the board, based on the standards, policies, and handbooks developed by the Great Hearts lead office and established by the Network School Governing Board. Since the Network School Governing Board has a fiduciary responsibility, it also reviews the monthly expenditures of the headmaster versus the annual budget (previously approved by the board and likewise reviewed by the Great Hearts lead office) at officially posted open public meetings. The Network School Governing Board also reviews safety and discipline issues, such as student suspensions and expulsions at officially posted open public meetings

All meetings of the Network School Governing Board comply with the Open Meetings Law, and all those who want to participate are permitted to attend the deliberations and proceedings, as well as provide public comment. Notice of board meetings includes an agenda, which is available to the public at least 24 hours prior to the meeting.

Relationship Between Maryvale Preparatory and Great Hearts Academies: The educational philosophy of Maryvale Preparatory is modeled after the proven Great Hearts Academies program. Great Hearts Academies has established a coherent strategic framework for charter school management, with the necessary infrastructure to support

successful replication, expansion and growth. Maryvale Preparatory is one of Great Hearts' expansion schools as part of a plan approved by the Great Hearts Corporate Board to build a network of academies across Greater Phoenix. Maryvale Preparatory follows the proven Great Hearts school model.

The Great Hearts Academies Corporate Board is focused on school standards and accountability across the network of academies, opening new academies, and fundraising at the regional and national level. The Network School Governing Board is responsible for maintaining the standards and policies at the school, overseeing the goal setting and performance of the headmaster, exercising fiduciary responsibility over the school's annual budget, overseeing student discipline and expulsion hearings, and supervising administrative reviews. The Network School Governing Board, with the support of administration, is responsible for ensuring that the school is compliant with all laws and regulations governing charter schools.

Reporting Structure: The organization chart for Maryvale Preparatory attached in the email.

Decision-Making and Reporting: The Network School Governing Board oversees the viability and integrity of the school's annual budget, working with the Headmaster and Great Hearts staff. The board also monitors with support from administration the Headmaster's fidelity to the budget during the year. The board receives monthly and year-to-date information to determine whether the school is on budget. Meetings of the Network

School Governing Board are attended by Great Hearts staff, including the Director of Great Hearts Arizona Finance and the Great Hearts Executive Director. This ensures that the board receives accurate and complete information when making financial decisions. As mentioned above, the board voted to adopt policies and procedures for making financial decisions, including a strict conflict-of-interest policy. The board takes a hands-on approach in protecting the school's budget and interests.

The Network School Governing Board assumes the responsibility for making key policy decisions for the school. These include fiduciary responsibility, review and approval of audit findings from the state, USFRCS and procurement exceptions, approval of all charter amendments (e.g., grade levels to be served, curriculum changes), approval of policy manuals (e.g., special education), review and approval of state compliance items, implementation of compliance items, student discipline and expulsion hearings. It also conducts an annual review of the headmaster's performance, approval of annual budget, and monitoring of monthly and annual finances.

At each quarterly board meeting, the Great Hearts Executive Director provides reports that assist in monitoring progress toward benchmarks and strategic goals: data on enrollment by grade, new and withdrawn students, disciplinary actions (detention, suspension, expulsion), the state of the school (faculty, students, parents behaviors and attitudes), challenges and potential solutions, student academics (e.g., results of formative testing), actions taken to improve academics and results, extracurricular activities, publications since last board meeting, events scheduled for the time between board meetings, and

faculty who are in a formal improvement plan process or being considered for termination.

This detailed report to the board frankly and clearly assesses the school and gives the board a full picture of all facets of the school's wellbeing. This report enables the board to closely monitor the strategic plan and objectives.

Annually, the Network School Governing Board and Great Hearts lead office formally evaluate the Headmaster. The Great Hearts Executive Director, who supervises the Maryvale Preparatory Headmaster, prepares a narrative evaluation report of the Maryvale Preparatory Headmaster using the following Key Performance Indicator (KPI) matrix:

- I. "Team Player" **(15%)**
 - a. HM's Leadership Team is Responsive, Collegial, and remains in Compliance
 - b. The school as "a business" runs well
- II. Finances **(15%)**
 - a. Budgeted 2%+ NOI
 - b. Remains on track or better than budget
- III. (State Standardized) Academic Results **(20%)**
 - a. Receives an "A" rating from the State
 - b. Student growth (state tests, Galileo)
- IV. Family and Faculty Satisfaction **(20%)**
 - a. Family Surveys (4.25+ parent satisfaction)
 - b. Faculty Surveys (80%+ in all "supportive management categories)
 - c. Student Retention
- V. Human Flourishing or, GH Special Sauce **(30%)**
 - a. Student Culture (ED checklist, cf. *Oct 2017 School Culture document*)
 - b. Teacher Quality (ED checklist/rubric): e.g., under 10% of teachers are "C" or lower
 - c. Strong Complements to Core (CC, Athletics, PSO, ECNA)
 - d. Strong Leadership Pipeline (For HMs who have 3+ years at Academy)
 - e. Strong Teaching Corps contributes regularly to network activities

The Great Hearts Executive Director writes the narrative evaluation report and presents it to the Network School Governing Board.

The Assistant Headmaster provides key support to the Headmaster and assumes operational authority over the school in the absence of the Headmaster. He or she oversees special-event scheduling and logistics, supervises faculty duty assignments for lunchtime and after school, responds to facilities emergencies, develops and implements mentoring activities for new faculty, assists the Headmaster in visiting classrooms and completing written faculty observations, and assists the Headmaster in faculty orientation and faculty meetings.

The Dean of Students provides leadership on issues of student development, behavior and parent involvement. This position works with the headmaster to proactively identify and solve problems in student and staff morale. The Dean counsels students, helps resolve problems that impede student learning or participation in activities, handles discipline issues and data, and provides ethical, intellectual and community leadership for students, faculty and parents.

The Dean of Academics oversees academic life on campus. The Dean monitors implementation of the curriculum at the school, ensuring that it is aligned with Great Hearts and the Arizona College and Career Ready Standards and that teachers are teaching the curriculum in a robust and rigorous way. The Dean of Academics assists the

Headmaster with curricular decisions and training and assists teachers in implementing the curriculum.

The lead teachers at Maryvale Preparatory work with the Headmaster in overseeing and helping to develop elements of the curriculum of the school. They work closely with other faculty to help them develop their subject level teaching practices and may observe and evaluate other teachers in their specific discipline. Also, lead teachers assist the Headmaster with some administrative tasks, such as assigning substitutions for absent faculty, organizing in-service activities, working with families of struggling students, and monitoring the campus. Appointed to a two-year service by the Headmaster, the lead teachers are veteran faculty who are masters of their own subject matter, patient teachers and leaders, and committed to the school's mission and philosophy.

5. A description of how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each charter school that will receive funds under AZCSP. *ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(IV)*

Maryvale Preparatory considers its parents to be full partners, collaborators and supporters and the best advocates for their children. Parents are drawn to Maryvale Preparatory for

our new public-school model, which combines a core liberal arts curriculum with a public academy ethos, a professionally diverse and uniquely qualified faculty, small class and school size, visible leadership, strong encouragement and opportunity for family involvement.

To involve parents further, the Maryvale Preparatory board and administration created a Parent Service Organization (PSO) to provide volunteer services such as the hot lunch program, facilitate communication, arrange carpooling, organize social activities such as back-to-school events and open houses, and raise funds to benefit the students and teachers of Maryvale Preparatory. All parents or guardians of students at Maryvale Preparatory are automatically members. The PSO establishes by-laws, elects' leaders annually, and meets monthly during the school year. Along with town halls, headmaster coffee chats, and email updates parents will know what is going on at any given point.

The Network School Governing Board operates on the belief that parents play a critical role in ensuring their children's academic success. A policy analysis by Cato Institute reveals "that parental involvement in a child's education is a strong predictor of student achievement: typically, the more involved the parent, the better off the child." Maryvale Preparatory has established many ways to support parent involvement in their child's education: The Homework Policy and School-Parent Compact ("Letter of Understanding") Policies have been developed to promote parent involvement and a clear set of expectations between school and family, and family nights and conferences are designed as avenues to invite parents into the school. Newsletters, quarterly reports and the school

report card are used to frequently communicate with parents about the progress of the school toward its objectives so they can be involved in holding the school accountable.

Maryvale Preparatory relies on the input of parents and other key stakeholders through their participation in an Advisory Council that meets monthly with the Headmaster to provide input on the student, teacher, and parent experience. This provides an in-depth opportunity to explore issues that arise in the pulse surveys, annual surveys, and other contexts.

Also, parents have many opportunities to communicate with their son's or daughter's teachers, so that parents can develop an understanding of the school's expectations for forming habits of learning in a rigorous, liberal arts program. In addition, parents are encouraged to contact the teachers to share important information on how their child approaches the curriculum at home and to report if a student is having trouble. Throughout the year, parents are involved in numerous conferences at which they discuss their child's academic progress and develop plans to continue building the student's skills at school and home. Maryvale Preparatory students invest a great deal in their education, and thus teachers and parents need to be unanimous in their support of them and of each other.

Parents make presentations about their professions that are aligned with curriculum, e.g., an orthopedic surgeon could talk to students who are studying bones; a veterinary assistant could lecture about reptiles in a science assembly; a parent could arrange for musicians to

play at the school as part of the arts curriculum. Also, parents volunteer to run the athletic association, doing scheduling, coaching, refereeing and providing oversight.

In collaboration with its parent community, Maryvale Preparatory sends a weekly newsletter to all parents, detailing recent developments and the opportunities available to them to participate in the implementation and governance of the school.

Maryvale Preparatory participates in Great Hearts' pulse surveys and annual surveys of parents' satisfaction and solicits as many responses as possible from parents. The satisfaction survey asks parents how informed they feel about their children's performance and how to help them; whether they feel invited to participate in the school's activities and at what level; and how empowered they feel in addressing any issues and concerns they might have. The school's ultimate benchmark in assessing parental satisfaction is 100% re-enrollment of its students. The Network School Governing Board receives a detailed report of the results of this survey and is empowered to act on those results.

6. A description of how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate each charter school that will receive funds under AZCSP. *ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(VI)*

Maryvale Preparatory wants to ensure that all families with children of the appropriate ages, including low-income and at-risk children, in our target area receive information about enrolling in the school and have opportunities to ask questions and learn more about the school. In keeping with the Great Hearts' fundamental conviction that a true

preparatory education is for every student, this is a broad campaign, targeting students from all demographic and risk groups, that seeks to reach academically underserved students.

We use a multipronged approach to market Maryvale Preparatory to the community. Prior to opening, the school-initiated advertising and earned media via email newsletters, community newspaper ads, informational meetings, direct mail to community homes, social media and ads on the greatschools.org website. Great Hearts also distributed fliers about the school at gyms, preschools, mothers' groups and HOAs in the community. The outreach materials used by the school communicated that Great Hearts was opening Maryvale Preparatory in the area and that the school replicates the culture and performance of the existing Great Hearts schools while also building a strong local community identity. Parents who were interested in Maryvale Preparatory were directed to the Great Hearts website to become familiar with the schools' track record of success and the concept of the network of schools, and to join a parent interest group to receive additional information. Parent interest groups received mail or email notices of open houses and application information as it became available.

Our inclusionary approach included mailings to every family within a 10-mile radius of the school with children coming into the grades the school was going to serve the following fall. In areas with Latino populations, Great Hearts provides the direct mail information in both English and Spanish. Along with information about the school and Great Hearts, the mailings urged interested parents to visit the website to learn more and

informed them of open houses and application information. With direct mail, Great Hearts reached the entire community, encompassing all ethnic and income groups in the area. Parents were able to apply online, but phone support was provided for those without Internet access.

When enough names were enrolled in the interest database, Great Hearts staff arranged a Meet the Headmaster informational meeting in the area during a town hall session. At the open house, staff explained the school culture and academic programs and distributed material and applications. The open house helped ensure maximum community awareness and equal opportunity for enrollment.

Prior to the school opening, Great Hearts sent periodic updates to the entire parent interest group to cultivate grassroots enthusiasm for the school and to support word-of-mouth advertising. We empowered parents and gave them the information to spread the word about the school to their community.

Great Hearts also used Facebook ads to notify the larger Great Hearts community about the open house. In following years, the school may also purchase radio time or billboards, promote the school on Facebook, or hold an open house.

The students who enroll in Great Hearts schools, including Maryvale Preparatory, mirror their communities in income and ethnicity. Families that enroll students in Great Hearts

schools like Maryvale Preparatory are public-school families, not private-school families, and as such they reflect the composition of the local public schools.

7. A description of how the eligible applicant will consider and plan for the transportation needs of the school's students. *ESEA Title IV, Part C, Sec. 4303 (f)(1)(E)*

Transportation is a challenge because Great Hearts Academies do not provide a comprehensive transportation program for students. We have overcome this challenge by empowering each school's parent service organization (PSO) to organize carpools. We also issue bus cards to families in need of transportation to and from school. Families interested in carpooling receive a link to a secure website with a map and contact information for families willing to share transportation. This approach has been very successful in overcoming the transportation challenge at Maryvale Preparatory.

For Maryvale Preparatory to comply under ESEA Title IV Part C, Sec. 4303, we have a transportation plan for students who are awaiting foster care placement and homeless with local school districts that address potential transportation issues that may arise as homeless students transfer from one district to another. We work with families who have foster children or are homeless, and at the request of the parent, guardian, or unaccompanied youth, we provide or arrange the adequate and appropriate transportation to and from the school selected by the parent, guardian, or unaccompanied youth.

Maryvale Preparatory also provides homeless students with transportation to and from the school of origin. For example, providing bus cards (students and parents) and carpooling

with other Maryvale Preparatory families. If neither option is satisfactory to the parents, then other means of transportation are used including private busing or van services. The transportation services are provided for all academic and extracurricular activities the student is in.

Many students have working parents, so we provide a program after school to care for students until parents are able to pick them up for the day. Like other Great Hearts schools, Maryvale Preparatory offers the Athenaeum program Monday through Friday, beginning immediately after school and lasting until 6:00 p.m. Not a typical after-school program, Athenaeum is an extension of the school day, focusing on the humanities and providing students with academic enrichment opportunities beyond the classroom. This approach aligns with the school's philosophy and mission. Athenaeum's activities and lessons reinforce and extend the lessons learned in the classroom, complementing our mission as a classical, Great Books focused, liberal arts institution. In addition to the activities, Athenaeum provides a daily, supervised study hour for participants. Athenaeum is a fee-based program based on number of children per family, pick-up time, and days attended per week, which allows families to choose the plan that works the best for them. Students who are eligible for the reduced lunch program receive a 50% discount on Athenaeum fees, and families eligible for free lunch do not pay for Athenaeum.

8. A description of the administrative relationship between the charter school and the authorized public chartering agency including how the school's performance in the State's accountability system and impact on student achievement will be one of the most

important factors for renewal or revocation of the school's charter, and how the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school. *ESEA Title IV, Part C, Sec. 4303 (f)(1)(C)(i)(II)*

Maryvale Preparatory's application was approved by the Arizona State Board for Charter School in 2010 and amended in April 2013, enabling the school to enter into a 15-year contract with 5-year incremental evaluations. At the end of the 15-year contract, the state board can renew the contract if Maryvale Preparatory is successful in meeting its academic, compliance and financial goals. The following is the description of the criteria used to measure compliance for Maryvale Preparatory by the Arizona State Board for Charter Schools that is provided in the instructions for their renewal application:

Renewal of a charter is based on affirmative evidence in three areas:

- Success of the academic program, including academic achievement
- Viability of the organization, including fiscal management and compliance
- Adherence to the terms of the charter, including contract and legal compliance

Evaluation of the charter holder's success in these three areas is based on a variety of information that will serve as sources of evidence in determining renewal. These sources include:

- Pupil achievement data
- Independent financial audits
- Five-year interval summary reviews
- Site visit reports

- Monitoring reports
- Application package for renewal

Maryvale Preparatory and Great Hearts Academies have never been denied a charter application and never been denied a charter renewal application with the Arizona State Board.

The Network School Governing Board closely monitors the academic, financial and operational status of the school to ensure that the school is meeting the state board's requirements for successful review and renewal. The Maryvale Preparatory Headmaster, Great Hearts Academies staff, and the Network School Governing Board are responsible for preparing the 15-year renewal application for the authorizer. The Network School Governing Board also is responsible for approving a variety of materials that may be submitted to the state board, such as all amendments to the charter or program of instruction, addition of grade levels, enrollment cap and other items. In preparing material for the state board, the Network School Governing Board revisits the business plan of the school, reviews academic performance over the term of the charter, assesses and plans for the sustainability of the school, ensures all necessary areas of expertise are represented on the board for sound governance, and develops succession plans for the board (in cooperation with the Great Hearts Corporate Board) and Headmaster.

Also, the Network School Governing Board empowers Great Hearts to establish and maintain a positive relationship with the state board on behalf of all Great Hearts schools. Great Hearts

has had high compliance with state board regulations and has been successful in replicating schools according to the procedures of the state board.

Assurance (Signed by the LEA Authorized Representative).

- a) The applicant will make following information publicly available, consistently with the dissemination requirements of the annual State report card, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including –
 - i. Information on the educational program;
 - ii. Student support services;
 - iii. Parent contract requirements (as applicable), including any financial obligations or fees;
 - iv. Enrollment criteria (as applicable); and
 - v. Annual performance and enrollment data for each of the subgroups of students, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student. *ESEA Title IV, Part C, Sec. 4303 (f)(2)(G)*
- b) The applicant will annually provide AZCSP such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives.
- c) The applicant will obtain technical assistance provided by AZCSP to meet the proposed objectives. *ESEA Title IV, Part C, Sec. 4303 (f)(2)(D)*
- d) The applicant will cooperate with AZCSP in evaluating the program assisted under this subpart.
- e) Such other information and assurances as AZCSP may require.

- f) The applicant will comply with the State’s open meetings and open records laws. *ESEA Title IV, Part C, Sec. 4303(f)(1)(F)*.
- g) The applicant shall ensure that a student’s records and, if applicable, a student’s individualized education program as defined in IDEA, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable State law. *ESEA Title IV, Part C, Sec. 4308*.
- h) The applicant will use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award. *2 CFR §200.302&303*

Mac Esau

Headmaster

LEA Authorized Representative

Title



10/7/2019

eSignature of LEA Authorized Representative

Date

10/7/2019

Maryvale Preparatory Academy
Applicant Organization

Date Submitted

B. Abstract - Non-Scoring Section. (Max 300 words)

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

Maryvale Preparatory is passionately committed to cultivating the hearts and minds of students through the pursuit of Truth, Goodness, and Beauty.

Maryvale Preparatory students engage in a well-rounded program in a vibrant school culture. Our students are prepared for success in college, leadership in any field they choose to pursue, and a life filled with purpose. We believe that the highest goal of education is to become good, intellectually and morally.

Maryvale Preparatory has provided support to low income students since 2012. We have successfully demonstrated year over year growth in students who initially were falling behind in math & English language arts. Now, we are looking to expand our model and continually add a grade level each year until we serve kindergarten through 12th grades. The project will be led by Maryvale Preparatory in conjunction with Great Hearts Academies, with a staff of a combined educational and charter school management experience of 100 years.

Goals of the Project:

1. Complete the vision of Maryvale Preparatory by serving a complete 9-12 high school population to go along with our K-8 program.
2. Graduate “GreatHearted” young men and women prepared for college and lives of service and leadership within their community.

3. Achieve 100% high school graduation rate with our first graduating class in 2022, with 96% of our high school graduates proceeding onto college, 80% of whom will be the first to attend a college or university in their family.
4. **PSAT and SAT** – Maryvale Preparatory’s proficiency rates on PSAT for 9th, 10th, and 11th grades will exceed average nationwide performance. Maryvale Preparatory’s proficiency rates on SAT for 11th and 12th grades will exceed nationwide average SAT performance.

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.

N/A

D. Charter Entity Founders – Total points possible: 40 points

1. Provide a clear and concise mission statement aligned with the needs of educationally disadvantaged students - **Non-Scoring Section.** (Max 75 words)

The mission of Maryvale Preparatory is to support students in 9th through 12th grades, including educationally disadvantaged students, in acquiring critical reasoning and communication skills and exploring the cultural and scientific achievements that are at the heart of the liberal arts. The school will prepare its graduates for success in college and ultimately to be leaders in creating a more philosophical, humane and just society.

-
2. Describe the background of the applicant’s founders/leaders and their experience to support the successful planning and implementation of the school. *2 CFR §200.205 Non-Scoring Section.*

Dr. Daniel Scoggin is the co-founder of Great Hearts Academies and has supported the work of Maryvale Preparatory since its founding. He was the founding Chief Executive Officer of Great Hearts Academies and, as of spring 2015, President of the Great Hearts Foundation. Great Hearts Academies is a network of excelling charter schools dedicated to serving the families of metropolitan Phoenix with a classical, prep-school education that is public and tuition-free. In 2004, Dr. Scoggin authored the Great Hearts business plan and secured its initial grant funding from local and national donors. He oversaw the network's growth from 300 students at one school to 14,000 students at 21 academies across the Valley. A native of Arizona, Dr. Scoggin attended Santa Clara University in California and earned a Ph.D. in English literature at the Claremont Graduate University. In 1998, Dr. Scoggin returned to Arizona to teach humanities and coach at Tempe Preparatory Academy before co-founding Great Hearts Academies in 2004. He is a 2008-2009 Piper Fellow and attended the Executive Education Program at Stanford University.

During his tenure as founding CEO, he oversaw all aspects of the planning and implementation of all Great Hearts schools, including Maryvale Preparatory, a Great Hearts school that has been very successful in improving academic outcomes for educationally disadvantaged students. Maryvale Preparatory opened in August 2012,

and as of October 1, 2014, enrolled 347 students in grades K-5. In 2014, 75% of Maryvale Preparatory students were eligible for the Free Lunch Program; 72% were Latino, 9% African American, 15% white, and 4% multiple ethnicities. Students in need of special education were 5% of students, and English learners were 7%. Using the Great Hearts curriculum, Maryvale Preparatory has been successful in enabling educationally disadvantaged students to achieve a minimum of one year's growth in math and reading annually. In 2014, according to the academic performance framework of the Arizona State Board for Charter Schools, Maryvale attained student growth percentiles of 52.5 in math and 51 in reading, meaning that 52.5% and 51% of students in these subjects showed more growth than their academic peers with similar performance across the state. Maryvale Prep also is enabling educationally disadvantaged students to attain challenging state standards. On the 2014 AIMS tests, 70.8% of all Maryvale Preparatory students passed math vs. 65.2% weighted state average of the same grades. And 86.2% of all Maryvale Preparatory students passed reading vs. 76.7% weighted state average. Also, 62.2% of Maryvale Preparatory students eligible for Free Lunch Program passed math vs. 56% weighted state average, and 80% of Maryvale Preparatory students eligible for the Free Lunch Program passed reading vs. 68.6% weighted state average. In 2014, Maryvale Preparatory students met or exceeded all standards on the academic performance framework of the Arizona State Board for Charter Schools except for two: 1) student growth percentile in reading for students in the bottom 25% and 2) math proficiency for English learners. The AIMS results for Maryvale Prep illustrate the excellent

outcomes that educationally disadvantaged students can attain in a rigorous Great Hearts academy.

Erik Twist became president of Great Hearts Academies in Arizona in spring 2015.

He began his career in education as a music teacher in an inner-city K-8 school in San Antonio, Texas, serving a student population that was 80% Hispanic and 19% African American. In addition to his teaching duties, Mr. Twist served as the dean of discipline, a role in which he mentored students with behavior and academic problems to help them understand the importance of education and worked with them to establish goals and improve their academic performance. After joining Great Hearts Academies in 2008, Mr. Twist was the founding headmaster of Archway Veritas Academy, which opened August 2011. Educationally disadvantaged African American and Latino students made up about 10% of students at Archway Veritas while Mr. Twist was Headmaster, and they substantially outperformed African American and Latino students statewide and all students statewide in grades 3-5. For example, in 2014, 88% of Archway Veritas' African American and Latino students passed the AIMS math test. Statewide a little more than half of these student subgroups passed, and 65% of all Arizona students in grades 3-5 passed. On the 2014 AIMS reading test, 92% of Archway Veritas' African American and Latino students passed, compared to about 70% of African American and Latino students across the state and 78% of all grade 3-5 students in the state. Results for 2013 were similar, demonstrating the success that educationally disadvantaged students have had in the school he led. Now as president of Great Hearts Academies in Arizona, Mr. Twist

works closely with the headmasters of all of our academies, including Maryvale Prep and Maryvale Preparatory, which all serve educationally disadvantaged populations. Mr. Twist was the key speaker at community meetings that introduced Maryvale Preparatory to families in the Avondale-Goodyear area where the school is located. He holds a Bachelor of Arts degree in political science and a Bachelor of Theology (Master of Divinity equivalent) degree from Oxford University.

Our Executive Director of Title 1, Melissa Penniman, oversees all our disadvantaged students in the Great Hearts network. She brings over 30 years' experience in education. This is her second year with Great Hearts as the Executive Director of Data, Intervention, and Title I. Prior to Great Hearts, Melissa served as the Director of Teaching and Learning in the Alhambra Elementary School District. During her tenure in Alhambra, Melissa served as the Principal of Barcelona Middle School and turnaround Principal for Sevilla Primary School. She has extensive experience as a junior high teacher, instructional coach, and working with low-income students and families. Melissa holds a BA in Secondary Education from the University of Arizona, and a M.Ed. in Elementary Education from Northern Arizona University. With her oversight, we are extremely hopeful of having the first A rated high school in Maryvale. She brings a wealth of knowledge and will be another invaluable asset to the Maryvale team.

Mac Esau, the founding Headmaster of Maryvale Preparatory Academy, is currently the Headmaster of Maryvale Preparatory grades 7 to 10. He has served as the school's leader for the past eight years. During his tenure, he has helped grow the school from

137 students across four grade levels to now 730 students across 11 grade levels. In addition, after six years of academic success and financial sustainability, Mr. Esau was able to help the school grow the community support and acquire the funds necessary to build a brand-new campus for its student body on a 9.3-acre property. In addition to 36 classrooms, the campus includes AIA-regulation sports facilities designed to support Maryvale Preparatory's robust athletics program and a 500-seat Performing Arts Center to showcase its arts, drama, and music offerings. Prior to Maryvale Prep's opening, he spent the previous ten years teaching physical education, fourth grade core classes, and middle and high school mathematics and serving in various school leadership positions. After his third year in the fourth-grade classroom, he became the Director of Personnel & Education at West Valley Christian School in Los Angeles, CA. After moving his family to Phoenix, he served as the founding Assistant Headmaster of Glendale Preparatory Academy and then the Interim Headmaster of Teleos Preparatory Academy, leading these schools effectively in all areas including hiring, financial planning, school operation, and teacher mentorship. He received his Bachelor of Arts in both Psychology and Communication Studies from UCLA and his Master of Arts in Education and Teaching Credential from Biola University. He has been the Headmaster of the school since its start in 2012.

Tony Cruz is the Dean of Students for grades 6-10 at Maryvale Preparatory. As he heads into his fifth year, he will continue to partner with parents and teachers in cultivating a desire to pursue moral virtue in the hearts of his students. After moving

to Phoenix from Texas, Mr. Cruz went on to complete his undergraduate degree at Arizona State University in Theatre Performance. After graduating from ASU, Mr. Cruz moved to San Jose, CA, earned his Master of Arts (Biblical and Theological Studies), and began his work in churches as a community life and operations pastor for several years. Mr. Cruz thrives in identifying, empowering, and unleashing leaders for service as a response to their unique gifts. He is passionate about building legacies, calling people to live their fullest potential, and instilling in the hearts of people a deep sense of hope. For those reasons, Mr. Cruz is thrilled to be serving the Maryvale community by guiding these children to passionately pursue a life of virtue as the future leaders of this community, this city, and this country.

3. Participate in a Capacity Interview¹ to be scheduled by AZCSP. **(15 points)**
4. Using the most recent data available, select the appropriate table below to enter the percentage of disadvantaged students in a previous school or classroom managed by the applicant that passed the state assessment. (Choose one table and only one table). *2 CFR §200.331 (b)(1)* **(15 Points)**

¹ A standardized interview conducted to gauge the applicant's actual or potential ability to perform.

Table 1

Academic Year ²	State	School Name	Position	State Assessment used	% of disadvantaged students passing	
					Math	Reading
2019	AZ	Maryvale Preparatory	Headmaster	AZ-Merit	31	31

<i>AzMerit Scores from ADE Website</i>
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¹ Submit the full academic year; i.e., FY 17-18.

Table 2

Academic Year	State	School Name	Position	State Assessment or Independent Benchmark Assessment ³ used	% disadvantaged students passing	
					Math	Reading
2018	AZ	Maryvale Preparatory	Headmaster	<i>Galileo</i>	45	33

<i>Percentage of minority students passing final Galileo benchmark assessment.</i>
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² An assessment that is free from out-side control demonstrating a comparison of student understanding or performance against a set of uniform standards within the same school year.

Table 3

Academic Year	State	School Name	Position	Locally Developed Assessment ⁴ used	% disadvantaged students passing	
					Math	Reading
2019	AZ	Anthem Preparatory	Headmaster	<i>AZ Merit</i>	70	67
2019	AZ	Chandler Preparatory	Headmaster	<i>AZ Merit</i>	61	69
2019	AZ	Cicero Preparatory	Headmaster	<i>AZ Merit</i>	50	50
2019	AZ	Glendale Preparatory	Headmaster	<i>AZ Merit</i>	55	64
2019	AZ	North Phoenix Preparatory	Headmaster	<i>AZ Merit</i>	57	57
2019	AZ	Scottsdale Preparatory	Headmaster	<i>AZ Merit</i>	75	56

AzMerit Data for 6th -8th grade for economically disadvantaged students based off E-Rate data that is not reported to ADE.

³ A local assessment consists of a formal set of assessment approaches and tools developed or selected by school(s) to meet their own needs. It is distinct from assessments developed by an individual classroom teacher for his or her own purpose. Reliability and validity of the assessment must be included in the description.

5. Define the geographical and demographic community the charter school will serve; provide the supporting data on how the applicant would address the needs of the defined community; name community partners and how they will assist the planning and implementation of the school. **(10 points)**

Maryvale Preparatory Student Demographic Data and subgroups from 2016-2019 school years.

School Year	African American	Hispanic/Latino	Other	Caucasian	Enrollment
2015-2016	36	297	17	46	396
2016-2017	37	353	18	42	450
2017-2018	40	391	20	42	493
2018-2019	43	518	20	30	611
Source: Powerschool					
Maryvale Prep	2015-2016	2016-2017	2017-2018	2018-2019	
Grade Levels	K-6	K-7	K-8	K-9	
Student Enrollment	396	450	493	611	
Free and Reduced Lunch (FRL)	243	326	367	447	
ELL	15	19	42	76	
SpEd	23	39	56	75	
Letter Grades	B	B	C	C	
Source: Powerschool					

The Maryvale community has tremendous challenges and tremendous opportunities. According to the Arizona Department of Health Services, Maryvale is a neighborhood

where: (<https://azdhs.gov/documents/prevention/health-systems-development/data-reports-maps/primary-care/maricopa/36.pdf>)

- Median household income for Maryvale is \$44,768 compared to the county which is \$70,018

- Single Parent households in Maryvale are 42.8% compared to 27.3% for Maricopa County.
- College degree attainment is 11.5% for the population; some college is at 18.1%. Maricopa County is at 39.9% and 24.4%, respectively.
- Health data from the AZDHS includes a Ratio of Population to Provider which is 916:1. This ratio is two and a half times higher in Maryvale than the Maricopa county average (375:1). This means that there are significantly fewer health care providers in the Maryvale neighborhood than the county average.
- Crime index (Every year the Federal Bureau of Investigation, or FBI, compiles crime statistics from across the country and publishes the results. The results of this data is known as the crime index or the National Uniform Crime Report. The index provides a specific list of crimes that are measured each year and reported.) for Maryvale Preparatory zip code 85031, is 76.9 for property damage and 70.3 for violent crime comparatively Arizona State as an index of 42.5 for Property and 27.9 for Violent Crime. This according to <https://www.bestplaces.net/crime/zip-code/arizona/phoenix/85031>)
- Based on school year 2020 Galileo pretest students in 8th grade, 1 in 7 were proficient in math and 2 in 7 were proficient in ELA. For 9th grade, 0 of 11 new students were proficient in Math and 5 of 11 in ELA.
- According to the US Census Department in 2017, 66.5% of families speak Spanish at home in the same area code as Maryvale Preparatory (85031).
- According to the US Census Department in 2017, 41.8% of families in Maryvale live below the poverty line, in contrast to 15.7% for Maricopa county overall.

- Maryvale Preparatory currently serves Free and Reduced lunch to 78% of the students as of 2019. The FRL student population is projected to increase to 80% in the 2020 school year.

In summary, the Maryvale neighborhood provides a variety of opportunities for growth in serving a diverse population for Maryvale Preparatory. Academic attainment of adults in the community is below the county average in all areas. To reduce the educational and income gap of Maryvale families, Maryvale Preparatory will guide students to successfully graduate high school at a rate comparable to other Great Hearts Preparatory schools: 100% percent. Over 98% of Great Hearts graduates attend college. Out of all the nonprofit charter school networks in the country, Great Hearts has the highest SAT and ACT scores.

Academic Needs of the community

The nearest elementary school district is Alhambra where 12-14 schools were rated a D or not rated at all. For the second closest district Cartwright 14 out of 22 schools received a grade of D or lower.

The average AzMerit passing rates for surrounding school districts for 2018 are below with the **red arrow** indicating below state averages.

State Of Arizona	↔	Isaac Elementary District	Alhambra Elementary District	Cartwright Elementary District
		⋮	⋮	⋮
ELA	↔	ELA Assessment Results: Percent Proficient		
40%		17% ↓	25% ↓	25% ↓
Math	↔	Math Assessment Results: Percent Proficient		
50%		18% ↓	34% ↓	27% ↓

Maryvale Preparatory Academy



ELA Assessment Results: Percent Proficient

35% ↓

Math Assessment Results: Percent Proficient

42% ↓

Students are falling behind in both math and reading in the Maryvale area by significant amounts when compared to the state averages. In comparison Maryvale Preparatory is averaging 35% in ELA and 42%, ahead of all three neighboring school districts for 2018.

Major Challenges & Plans to Address

When deciding to open Maryvale Preparatory, generating sustainable enrollment demand was a primary and ongoing challenge. Our market research showed that very few of the schools in the targeted area were offering high quality education that help closed the achievement gap. This was the main reason that Great Hearts came to the area. Maryvale Preparatory was founded to help close the achievement gap in the Maryvale area of Phoenix.

Maryvale Preparatory had an enrollment of 170 in 2012, its first year, and has grown to 746 student in 2019-20. Great Hearts plans to reach the enrollment cap in 2021 and apply for an increase to 1,100 students. The current waitlist for Maryvale Preparatory is 341 students. These numbers indicate that demand outstrips Great Hearts' capacity to serve students in the area. There is a clear need for Maryvale Preparatory in the targeted area and clear evidence that the demand will continue to support its full enrollment.

Based on preliminary data from Maryvale Preparatory and attendance and year-to-year retention of students in Great Hearts' Preparatory schools, we believe that attendance will not be a challenge for Maryvale Preparatory. As of September 2019, the school had 95% attendance.

In 2018-19, the 11 Great Hearts Preparatory schools that had been open for a year or more had average daily attendance of 96.4%. Also, the Preparatory schools retained on average more than 90% of their students from the 2017-18 to 2018-19 school years. These data show that Preparatory families are highly committed to the program and take responsibility for ensuring students attend.

As described above and in detail above ESSA section question 7, transportation is a challenge, but we are addressing it with a multi-tiered approach.

Within the rigorous education program, the school makes accommodations for English Language Learners and ESS students. The school does modify the curriculum and provides extra support as needed. To accommodate special education students, Maryvale Preparatory modifies the curriculum, provides a qualified special education teacher on campus and contracts with specialists for any additional services a child requires. Great Hearts' approach with special education students has been successful.

Underperforming ESS students

To better address the needs of underperforming ESS students, Maryvale Preparatory recently purchased supplemental curriculum Read Naturally, laptops, and C-Pen readers. The supplemental curriculum from Read Naturally will provide the ESS staff with specific literacy support in the ESS

subgroup, that is researched based (<https://www.readnaturally.com/research/studies>). Laptops will be used to practice typing and utilize the Read Naturally program. C-Pen readers will help students look up scanned words.

Maryvale Prep was founded with the mission to meet these needs head on. This new campus expansion project will bring many more Maryvale families a first-class college prep education – fully public and tuition-free to all.

Addressing challenges with local partners.

With the help of well-established partners like Arizona State University, Grand Canyon University, Great Hearts Academies, Saint Vincent DePaul Charities, and our families, we strive to close the educational and economic gap.

In order to give our students an understanding of what college life would be like, our partners at GCU and ASU have invited our 9th grade students to visit and stay on their campuses. These types of opportunities are essential for potential first-generation college students. Through the ASU Barrett Summer Scholars (BSS) program, our students are provided with the opportunity to experience college firsthand and prepare for enrollment and success at Arizona State University and Barrett, the Honors College. The program is designed for academically talented and motivated students entering the 8th, 9th, and 10th grade in Summer 2019. The program invites students to live on campus for two weeks, engage in college-level coursework, and participate in a community of peers from across the state. The cost of the program is \$1,700 per student, but Maryvale Prep students received scholarships, and a total of 17 students attended. With GCU and ASU's help,

students get a sneak-peak at a future that many of them may have had difficulty imagining for themselves. By showing our students that college is an attainable goal, we want to help students who aspire to be college graduates see that it is a possibility regardless of socioeconomic barriers. These barriers are further broken down by the training classes provided to parents, which help close the gap in understanding and knowledge of what support is required from them in order for their students to be successful in college.

Great Hearts Academies has established a capital campaign to raise funds for the brand-new Maryvale Preparatory campus and aid Maryvale in numerous capacities including, hiring staff, accounting, student management and providing additional staff when needed.

Students struggle with hunger in the Maryvale area, with Maryvale Preparatory having an FRL population of 76%, and 1 in 7 children in the United States lives with hunger, according to nohungrykid.org. This means at least 104 students at Maryvale Preparatory are coming to school hungry every day. How will a student succeed on an empty stomach? The answer to this question is our partnership with Saint Vincent DePaul. They provide free dinners to our students after school, to ensure that all students at Maryvale Preparatory have breakfast, lunch, and dinner during the school year. During the summer, Saint Vincent DePaul provides students with summer lunches, to ensure food security for our students year-round.

Maryvale has a great potential due to a high concentration of young families who rate education for their children as a top priority, hundreds of whom are currently on our wait list. Those looking for a college prep education have almost no local options and the logistical and financial barriers to

attending out of district or a private school are too high for most families to overcome. Our families are the most important partners we have in ensuring future success for their children. To help facilitate this, Maryvale Preparatory provides additional services such as in-person enrollment, “ELL Night” for parents and children that are English Language Learners, interventions for students who need additional support in coursework, and homeless services provided under in compliance with McKinney-Vento.

E. Governance – Total points possible: 25 points

1. Describe how the charter school will be governed and managed. An organizational structure chart shall be submitted.

Overview: Maryvale Preparatory, like all other Great Hearts schools, is a subsidiary, nonprofit corporation to Great Hearts Academies. Great Hearts Academies is a separate 501(c)(3) Arizona nonprofit corporation and is named as the sole corporate member (parent corporation) in the articles of incorporation and bylaws of Maryvale Preparatory. The Great Hearts Academies Corporate Board approves annually the membership of the Network School Governing Board, which serves as the fiduciary entity for all 22 Great Hearts academies in Arizona. The President of Great Hearts Arizona acts as the charter representative for all new Great Hearts schools. The Arizona State Board for Charter Schools is the charter authorizer.

Roles and Responsibilities of the Network School Governing Board: Maryvale Preparatory has independent 501(c)(3) status and the Network School Governing Board fulfills for Maryvale Preparatory the Arizona statutory requirement that every charter school maintain a local governing board, which is subject to the Open Meeting Law, and acts as the local policy and fiduciary entity regarding the adoption of budgets, standard policy and procedures, as well as parent concerns, academy culture, and student discipline.

Network School Governing Board members were recruited from among parents and community members who have the expertise and passion to promote growth of the local school while still fully embracing the Great Hearts vision for improving education across Phoenix. The Great Hearts Academies Corporate Board is responsible for overseeing succession plans for the Network Schools Governing Board.

The Network Schools Governing Board implements the standard Great Hearts policies and advises the lead office and Great Hearts executive team, as necessary, on potential policy gaps, additions, or revisions. The bylaws of Maryvale Preparatory and Great Hearts indicate that the Great Hearts Corporate Board is authorized to appoint and remove the Network School Governing Board at its discretion.

The Network School Governing Board can form ad hoc subcommittees to examine issues and make recommendations to the full board. Examples of issues that ad hoc subcommittees might address are facilities or academic policies.

The Academy Operations Team provides a quarterly report to the site board and takes local directives and interpretations from the board, based on the standards, policies, and handbooks developed by the Great Hearts lead office and established by the Network School Governing Board. Since the Network School Governing Board has a fiduciary responsibility, it also reviews the monthly expenditures of the Headmaster versus the annual budget (previously approved by the board and likewise reviewed by the Great Hearts lead office). The Network School Governing Board also reviews safety and disciplinary issues, such as student suspensions, and serves as the school's hearing officer in expulsion hearings.

All meetings of the Network School Governing Board comply with the Open Meetings Law, and all those who want to participate are permitted to attend the deliberations and proceedings, as well as provide public comment. Notice of board meetings includes an agenda, which is available to the public at least 24 hours prior to the meeting.

Relationship Between Maryvale Preparatory and Great Hearts Academies: The educational philosophy of Maryvale Preparatory is modeled after the proven Great Hearts Academies program. Great Hearts Academies has established a coherent

strategic framework for charter school management, with the necessary infrastructure to support successful replication, expansion and growth. Maryvale Preparatory is one of Great Hearts' expansion schools as part of a plan approved by the Great Hearts Academies Corporate Board to build a network of academies across Greater Phoenix. Maryvale Preparatory follows the Great Hearts school model.

The Great Hearts Academies Corporate Board is focused on school standards and accountability across the network of academies, opening new academies, and fundraising at the regional and national level. The Network School Governing Board is responsible for maintaining the standards and policies at the school, overseeing the goal setting and performance of the Headmaster, exercising fiduciary responsibility over the school's annual budget, overseeing student discipline and expulsion hearings, and supervising administrative reviews. The Network School Governing Board, with the support of administration, is responsible for ensuring that the school is compliant with all laws and regulations governing charter schools.

Reporting Structure: The organization chart for Maryvale Preparatory is attached.

Decision-Making and Reporting: The Network School Governing Board oversees the viability and integrity of the school's annual budget, working with the Headmaster and Great Hearts staff. The board also monitors with support from administration the Headmaster's fidelity to the budget during the year. The board receives monthly and year-to-date information to determine whether the school is on budget. Meetings of

the Network School Governing Board are attended by Great Hearts staff, including the Director of Great Hearts Arizona Finance and the Great Hearts Executive Director. This ensures that the board receives accurate and complete information when making financial decisions. As mentioned above, the board voted to adopt policies and procedures for making financial decisions, including a strict conflict-of-interest policy. The board takes a hands-on approach in protecting the school's budget and interests.

The Network School Governing Board assumes the responsibility for making key policy decisions for the school. These include fiduciary responsibility, review and approval of audit findings from the state, USFRCS and procurement exceptions, approval of all charter amendments (e.g., grade levels to be served, curriculum changes), approval of policy manuals (e.g., special education), review and approval of state compliance items, implementation of compliance items, student discipline and expulsion hearings. In addition, it conducts an annual review of the Headmaster's performance, approval of annual budget, and monitoring of monthly and annual finances.

At each quarterly board meeting, the Great Hearts Executive Director provides reports that assist in monitoring progress toward benchmarks and strategic goals: data on enrollment by grade, new and withdrawn students, disciplinary actions (detention, suspension, expulsion), the state of the school (faculty, students, parents behaviors and attitudes), challenges and potential solutions, student academics (e.g., results of

formative testing), actions taken to improve academics and results, extracurricular activities, publications since last board meeting, events scheduled for the time between board meetings, and faculty who are in a formal improvement plan process or being considered for termination. This detailed report to the board frankly and clearly assesses the school and gives the board a full picture of all facets of the school's wellbeing. This report enables the board to closely monitor the strategic plan and objectives.

Annually, the board and Great Hearts lead office formally evaluate the Headmaster. The Great Hearts Executive Director, who supervises the Maryvale Preparatory Headmaster, prepares a narrative evaluation report on the Maryvale Preparatory Headmaster using the following Key Performance Indicator (KPI) matrix:

- VI. "Team Player" **(15%)**
 - a. HM's Leadership Team is Responsive, Collegial, and remains in Compliance
 - b. The school as "a business" runs well
- VII. Finances **(15%)**
 - a. Budgeted 2%+ NOI
 - b. Remains on track or better than budget
- VIII. (State Standardized) Academic Results **(20%)**
 - a. Receives an "A" rating from the State
 - b. Student growth (state tests, Galileo)
 - c. Student retention
- IX. Family and Faculty Satisfaction **(20%)**
 - a. Family Surveys (4.25+ parent satisfaction)
 - b. Faculty Surveys (80%+ in all "supportive management categories)
- X. Human Flourishing or, GH Special Sauce **(30%)**
 - a. Student Culture (ED checklist, cf. *Oct 2017 School Culture document*)
 - b. Teacher Quality (ED checklist/rubric): e.g., under 10% of teachers are "C" or lower
 - c. Strong Complements to Core (CC, Athletics, PSO, ECNA)

- d. Strong Leadership Pipeline (For HMs who have 3+ years at Academy)
- e. Strong Teaching Corps contributes regularly to network activities

The Great Hearts Executive Director writes the narrative evaluation report and presents it to the Network Schools Governing Board.

The Assistant Headmaster provides key support to the Headmaster and assumes operational authority over the school in the absence of the Headmaster. He or she oversees special-event scheduling and logistics, supervises faculty duty assignments for lunchtime and after school, responds to facilities emergencies, develops and implements mentoring activities for new faculty, assists the Headmaster in visiting classrooms and completing written faculty observations, and assists the Headmaster in faculty orientation and faculty meetings.

The Dean of Students provides leadership on issues of student development, behavior and parent involvement. This position works with the Headmaster to proactively identify and solve problems in student and staff morale. The Dean counsels' students, helps resolve problems that impede student learning or participation in activities, handles discipline issues and data, and provides ethical, intellectual and community leadership for students, faculty and parents.

The Dean of Academics oversees academic life on campus. The Dean monitors curricular implementation by teachers to ensure that it is aligned with Great Hearts and the Arizona College and Career Ready Standards and that teachers are teaching

the curriculum in a robust and rigorous way. The Dean of Academics assists the Headmaster with curricular decisions and training and assists teachers in implementing the curriculum.

The lead teachers at Maryvale Preparatory work with the Headmaster in overseeing and helping to develop elements of the curriculum of the school. They work closely with other faculty to help them develop their teaching practices and may observe and evaluate other teachers in their field. Also, lead teachers assist the Headmaster with some administrative tasks, such as assigning substitutions for absent faculty, organizing in-service activities, working with families of struggling students, and monitoring the campus. Appointed to a two-year service by the Headmaster, the lead teachers are veteran faculty who are masters of their own subject matter, patient teachers and leaders, and committed to the school's mission and philosophy.

Monitoring Strategic Plan with the logic template

The Network Schools Governing Board adopted a strategic plan based on strategic goals that are performance-based, specific, measurable, attainable and timely. The goals are aligned to the Great Hearts network-wide goals and the AZCSP goals (high-quality charter schools serving students most at-risk, improving student achievement to high standards, improving high school achievement and graduation).

The Network Schools Governing Board:

1. Adopted a comprehensive instructional program that meets and exceeds Arizona College and Career Ready Standards.

2. Adopted strategic academic goals and a strategic action plan see proposal (section F. Leadership) for academic objectives and multiple metrics; see proposal section F.

Leadership for nonacademic objectives and multiple metrics.

3. Monitors the program of instruction and the school's Quality Assurance Process (see proposal section F. Leadership No. 3 for detailed process).

4. Establishes a data-driven professional development plan that enables teachers to meet students' academic needs (see proposal section F. Leadership No.2 & 4 for details).

5. Adopted an administrative plan to monitor the integration of Arizona College and Career Ready Standards into instruction.

6. Adopted a plan to be used by teachers for monitoring and documenting student proficiency in performance objectives.

The strategic plan to accomplish and monitor the goals identifies the incremental steps toward attaining the goals; how progress and benchmarks are monitored; and a process for evaluation, revision and addition of new goals over time.

The Network Governing Board will utilize the Logic model to ensure target goals are met. At board meetings, the Network Governing Board will be provided quarterly reports outlining Key Performance Indicators (KPI) regarding academic, financial, and

curriculum objectives. Target activities and product results from the Logic model will be evaluated to determine if performance standards were met each quarter. Year-end governing board meetings will review annual progress and approve changes for the following school year. At each annual meeting, long term goals will be evaluated and adjusted in increments of one year, three years, and five years from the respective meeting date. If performance metrics are not consistently met annually, the Network Governing Board will seek changes in leadership, staffing, and all positions that directly impact performance standards or provide additional resources to ensure future success of the school.

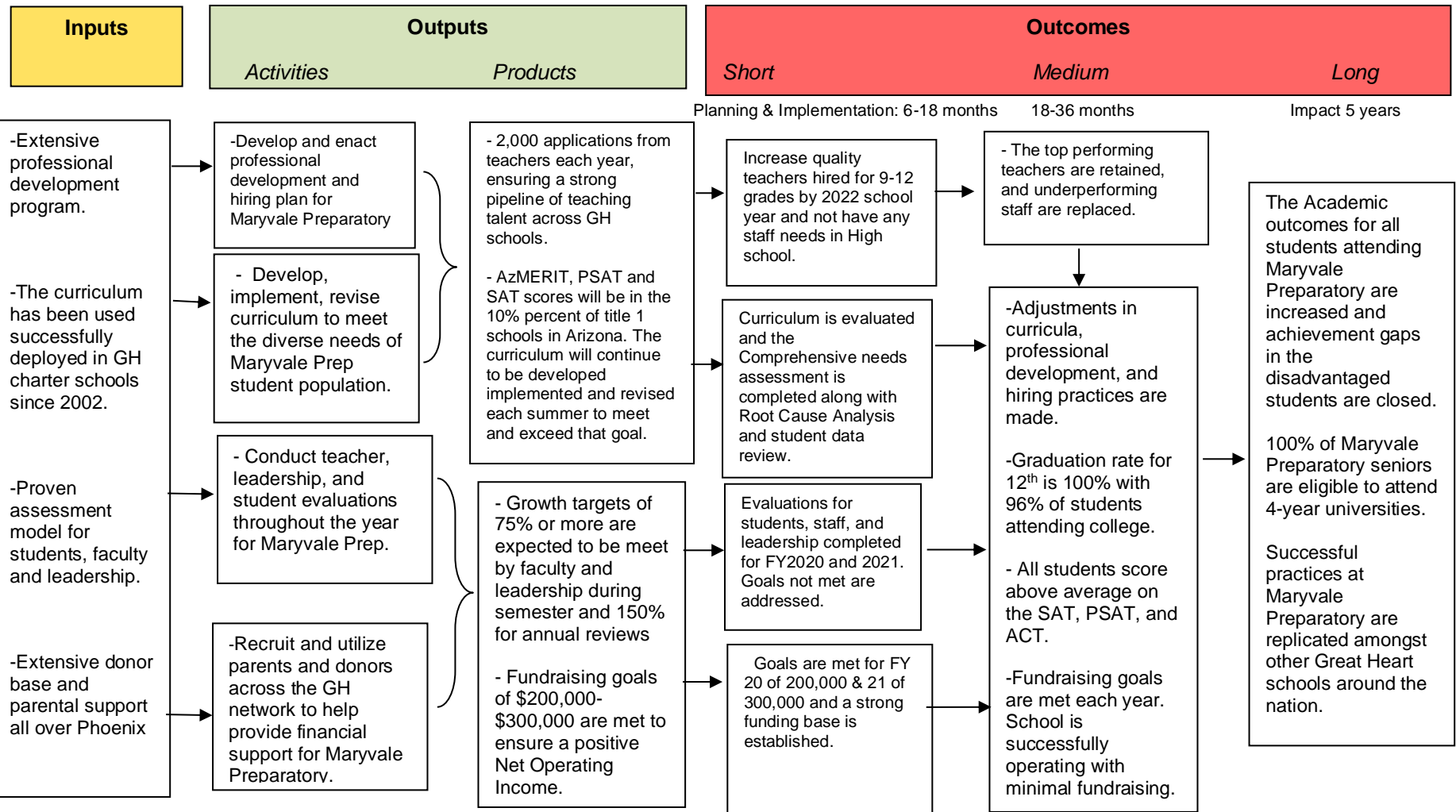
2. Describe how the governing authority will create and monitor the strategic planning and implementation of the school using the logic model template provided. See the Logic Model Components Definitions in “Terms to Know”

<https://cms.azed.gov/home/GetDocumentFile?id=5bbd2fff1dcb250b9035198c>

Arizona Charter Schools Program Logic Model

Project's Objectives:

Objective – Replicate successful Great Hearts 9-12 models at Maryvale Preparatory.



Assumptions: - Maryvale Preparatory will be fully staffed and equipped to assist students in all 9-12 academic content areas.

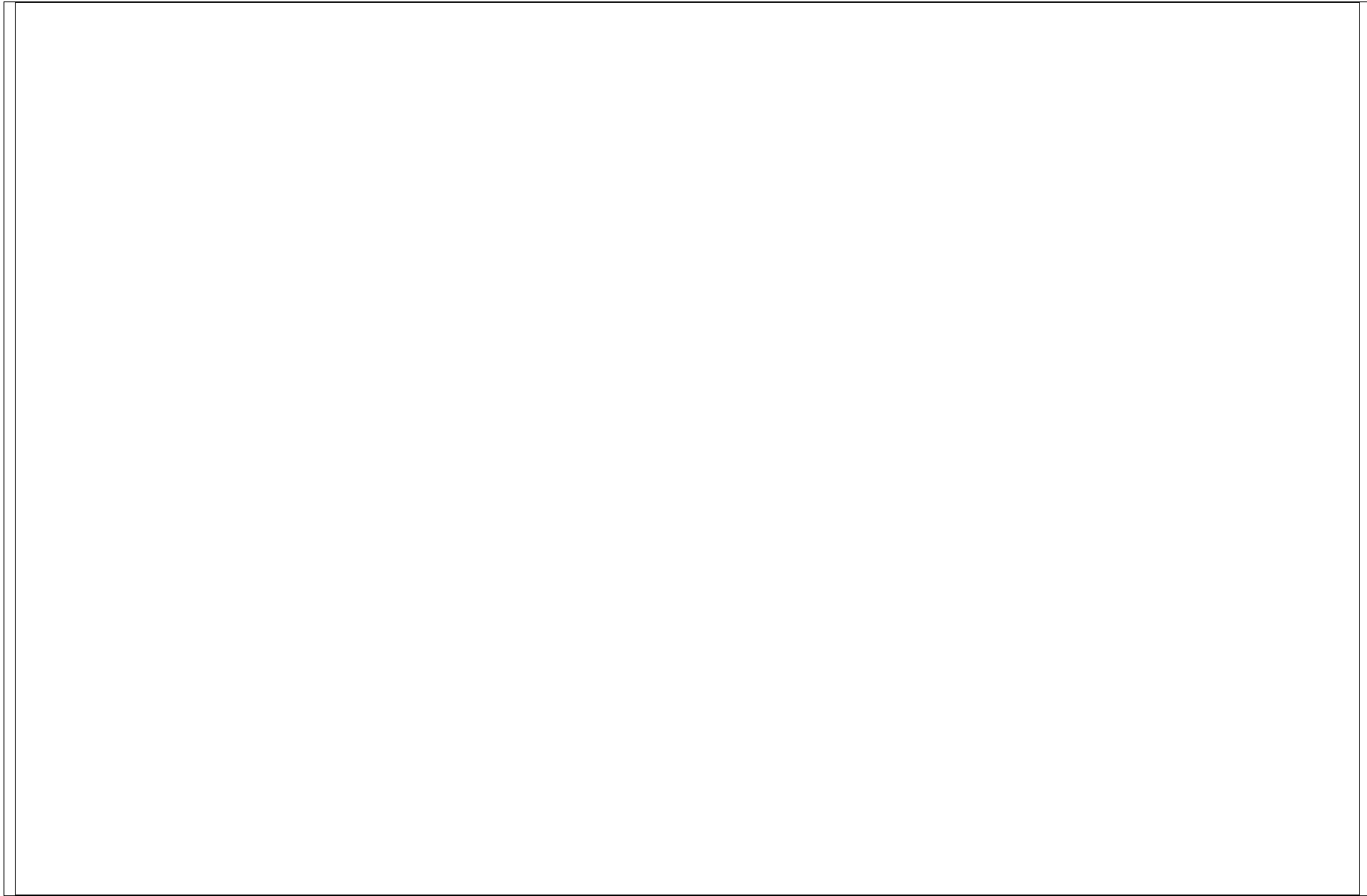
- Students will attend school regularly, feel more confident about the content, and improve performance on 9-11 PSAT testing and SAT scores.

- Socioeconomic status will not be a barrier to academic success

External Factors: - ADE continues to approve the use of PSAT testing as an alternative to AZ-Merit for 9th -11th grades.

- AZ Legislature continues to increase teacher pay and supports high quality teachers with The Arizona Teachers Academy program.

- Parents will continue to be gainfully employed at Maryvale Preparatory.





3. What is the succession plan for governing body members and key school leadership to sustain the school's mission?

Consistent Succession Plan and Organizational Structure

Great Hearts prefers to hire its headmasters from within its network because veteran teachers understand the school mission, culture and expectations for improvement that are the basis for a successful Great Hearts school. Potential leaders are cultivated in an intentional way network of Great Hearts Academies. Central to this effort is the Headmaster College, a selective leadership-development program that cultivates school leaders while they serve in staff positions in schools, e.g., Dean of Students. The college participants attend weekly classes, work with an executive coach, and execute a practicum under the guidance and mentorship of experienced current and former headmasters. During this time, the potential leaders learn the duties and responsibilities associated with being a headmaster, including observing and evaluating teachers; ensuring the integrity of the academic program and school culture; providing support to students and families to help ensure the students' academic success; ensuring academic supports are in place for students who are on IEPs, 504s, or behind grade level and struggling with the curriculum; ensuring students have access to counseling when needed; budget management; building support for the school within the community and more. This on-the-job approach to training potential school leaders builds their capacity to function successfully in a school and to deal with students of varying abilities and their families while still emphasizing the mission, culture and core curriculum of Great Hearts schools.

An additional network-wide program, The Leadership Series, works with current and potential second-tier leaders, such as Master Teachers, to train them in fundamental school-leadership skills such as teacher coaching, and develop their ability to serve as advocates for the Great Hearts mission. The larger, less-selective Leadership Series helps to ensure an ample and skilled pipeline of applicants to the Headmaster College.

Also, the Chief Talent Officer and the Great Hearts Executive Director collaborate throughout the calendar year to help school leaders to fill second-tier school leadership positions with the right talent.

Executive Directors work with Headmasters to maintain a succession-planning document to ensure that there is a qualified successor or delegate at every school for every major leadership role. At the board level, board member succession and board training for the Network School Governing Board is overseen by the Great Hearts Corporate Board.

Professional Growth: Great Hearts provides ongoing professional development and coaching for school leaders, primarily under the direction of the Executive Directors, who visit each school every two weeks to meet with the Headmaster, supporting ongoing improvement efforts and coaching the Headmaster in working with their leaders and teachers. Headmasters also attend a monthly Headmaster Meeting, half of which provides a mission-aligned professional development activity. During this

meeting, Headmasters have opportunities to share best practices, engage in peer feedback, and address network-wide areas of concern.

In the case of an external hire, the Headmaster will be hired at least 10 months before the school opens so he or she can participate in a fellowship year, in which he or she assists with start-up, promotes the school in the targeted location, and shadows the best teachers and headmasters in Great Hearts schools. The Great Hearts lead office funds these fellowship years for headmasters-in-training. In this way, a headmaster hired from outside the Great Hearts network will gain the insights needed to implement the school's mission and plans to improve achievement.

All new headmasters participate in an intensive, formal program of school-leader training (40 hours over five months) in which they are trained by managers from Great Hearts' finance team, facilities, operations and compliance, talent, fundraising and development, and exceptional student services, as well as by multiple experienced school leaders who work for Great Hearts. This intensive internal training is supported by company-mandated participation in multiple workshops and training sessions offered by the Arizona Department of Education in areas such as Title I, special education and academic accountability.

4. Describe how the charter school that is considered a local educational agency under ARS§15-181 will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act. *ESEA, Title IV, Part C, Sec. 4303(f)(1)(A)(iii)(III)*

Maryvale Preparatory complies with section 613(a)(5)* and 613(e)(1)(B)** of the Individuals with Disabilities Education Act by providing a continuum of special education services, supplementary aides, and related services to all students who are eligible for services under IDEA. Great Hearts Academies is committed to ensuring that all students with disabilities receive a high-quality education, including the specialized instruction, supplementary aides and services, and the related services necessary to enable achievement to the maximum extent possible. Great Hearts Academies has developed special education policies and procedures uniform with state and federal law and has successfully implemented special education services in all its schools. Maryvale Preparatory is a part of the Great Hearts network and implements the special education policies and procedures that are consistent with those of the Great Hearts network.

Maryvale Preparatory dedicates a highly qualified special education teacher to support students' needs, and the school contracts for school psychological services, speech and language therapy, occupational therapy and any other therapies and services that students who are eligible for special education and related services require to progress in the general education curriculum. Compliance with organizational procedures and state and federal law is supported at Maryvale Preparatory through the Exceptional Student Services Department at the Great Hearts lead office. Maryvale Preparatory follows specific steps for identifying and providing services to special education students:

Pre-Referral Child Find and Identification: Great Hearts child-find policies and procedures ensure that each academy locates, identifies, and evaluates children with disabilities within their population who are in need of special education and related services. Written child-find procedures are reviewed annually with all academy staff. Information about child-find procedures is disseminated to parents through the family handbook at each Great Hearts academy.

Screening for possible disabilities is completed within 45 calendar days after enrollment. Screening procedures include two classroom teachers completing ratings on every new student in the areas of vision and hearing, cognition, academic progress, communication, motor skills, social or behavioral, and adaptive development. If a concern about a student is identified through screening procedures or review of records, the parents of the student are notified of the concern within 10 school days and informed of Great Hearts Academies' procedures to follow up on the student's needs. For a student transferring into a school, Great Hearts Academies reviews enrollment data and educational performance in the prior school.

IEP Development: If a child is found eligible for special education and related services, an Individualized Educational Program is developed within the 30 days of eligibility determination and is reviewed annually. The IEP team consists of the legally required participants. Parents are included in all meetings regarding their child and are notified via a multidisciplinary-conference notice of meeting times and dates. When a student transfers into an academy in the Great Hearts network and is eligible

for special education and related services, the IEP is honored until the team reconvenes to develop a new IEP.

Delivery Model: Special education, supplementary aides and services, and related services are provided in the least restrictive setting, determined by the team and reviewed annually.

Qualifications: Only appropriately highly qualified personnel who possess current certifications or licensure in approved areas provide special education and related services to students with disabilities. Maryvale Preparatory dedicates a special education teacher who is highly qualified and possesses Arizona special education cross-categorical certification. The special education teacher has extensive experience working with educationally disadvantaged students. She is collaborating with the school leadership team and faculty to ensure that appropriate supports and interventions are in place to assist these students to succeed academically in the school. Also, the school contracts with certified or licensed providers for school psychological services, speech and language therapy, occupational therapy and any other therapies and services as outlined in a student's IEP.

Training: Maryvale Preparatory teachers are trained on special education topics annually and on an ongoing basis by Maryvale Preparatory's special education coordinator, Great Hearts' Exceptional Student Services Department, specialists in specific disciplines, or the Arizona Department of Education staff. Topics include child-find procedures, pre-referral procedures, preserving student confidentiality, the

MET process, IEP, accommodation and behavior plan implementation, and the legal requirements of each.

Resources: Maryvale Preparatory uses a variety of readily available informational resources to successfully implement the model for the delivery of special education services. The Great Hearts schools work collaboratively with the Arizona Department of Education's Exceptional Student Services Department and the specialist assigned to the network to continually monitor special education programs. The Exceptional Student Services staff in the Great Hearts network stay current on research in the field of special education and on best practices for working with students with disabilities. Special education is financed mainly through equalization funds and formula entitlement grants. Well qualified special education teacher is available on campus daily and specialized outside services are purchased to cover psychological evaluations, speech therapy, occupational therapy, and any other need as described in the students' IEPs. In the case of enrollment of a student whose IEP placement options require additional high-cost services, Maryvale Preparatory uses its reserve funds. In addition, the academy actively seeks funds through grant programs such as IDEA Excess Costs, IDEA Emergency Funds, IDEA Charter School Expansion Act, Department of Economic Security Programs and other sources. Maryvale Preparatory actively pursues cooperation with other public schools and special education service-providers in the area, including the local public-school districts and specialized day schools, in an effort to offer a full continuum of service options for students who are eligible for special education and related services.

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F. Leadership – Total points possible: 25 points

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?

Maryvale Preparatory's approach to developing standards-aligned curriculum that meets the needs of disadvantaged students in Maryvale is embodied in Great Hearts' philosophical pillars. We believe the world is ordered and knowable and that the human intellect can attain knowledge of reality through reason, hard work, and a coherent program of study. We believe education should proceed via shared inquiry and honest discussion; thoughtful depth about a subject is preferred to broad or rapid coverage. We believe the greatest number of students benefit when the intellectual and moral bar is set high in the classroom; students long for order in their lives and habits of personal order cultivate habits of intellectual order. We believe that for students to become culturally literate citizens, they must share certain specific knowledge based in the study of the humanities, the sciences and the fine arts. While students do learn at different paces, we believe that true education is a matter of development over time and within a stable learning community. We give our students individualized attention but with a common curriculum until senior year, when students can elect some of their coursework. We implemented this change at the request of parents and students to provide a more diverse track for the benefit of the students. Children have the capacity and desire to digest all the liberal arts and sciences.

Like all Great Hearts schools, Maryvale Preparatory is characterized by an academic rigor and depth of study not often seen at the K-12 level and by a student population that is engaged in a joyful and classical study of the liberal arts. Though the curriculum is rigorous, the school does not target gifted students. Suitable accommodations are made for special education, English Language Learners, and disadvantaged students. Maryvale Preparatory Academy adopted the

Great Hearts standard curriculum but has modified the way in which the material is taught through providing individualized support to students who need it.

Creation of Curriculum

Great Hearts has a National Curriculum Team that consists of Executive Directors, curricular directors, and Headmasters. In creating the Great Hearts curriculum, that team visited successful classical schools to learn about their curriculum and commissioned a set of curricular authors, primarily relying on material from the Trinity network of private schools and the Ridgeview Classical Academy. The Great Hearts Curriculum is rigorous and has been proven successful in many communities across the Phoenix valley. Great Hearts made necessary adjustments to ensure that the model aligned to state standards and engaged the diverse market of families seeking to attend schools like ours. Our high school model is successful in Arizona at our 12 academies across the region; we have also experienced success at Great Hearts Monte Vista in San Antonio, Texas. While our San Antonio academy does not serve a Free and Reduced Lunch student population as high as that of Maryvale Preparatory, it serves a diverse community, with 44% of its student population being Hispanic. They experienced a 100% graduation rate last year, and all but two students went on to college, with the other two choosing gap years.

The curricular team has met throughout Great Hearts' history to address needs for creating additional materials, particularly when state standards called for new or modified courses. For instance, Arizona added a requirement of an Economics course, and the curricular team oversaw its development.

Maryvale Preparatory 6-12 Curriculum:

	6th	7th	8th	9th	10th	11th	12th
English	Literature & Composition			Humane Letters: American Tradition	Humane Letters: Modern Europe	Humane Letters: Ancient Greece	Humane Letters: Rome to Modernity
History							Intro to the American Tradition
Math	Pre-Algebra	Intermediate Algebra	Advanced Algebra	Geometry	Algebra II / Pre-Calculus	Calculus I	Calculus II
Science	Physical Science	Life Science	Earth Science	Biology	Chemistry	Physics I	Physics II
Foreign Language	Latin I	Latin II	Latin III	Latin IV	Latin V	Greek I	Greek II
				Mod. Lang. I	Mod. Lang. II	Mod. Lang. III	Mod. Lang. IV
Fine Arts	Music, Art, & Drama	Music & Studio Art		Music & Poetry		Studio Art & Drama	
Athletics	Physical Education	Competitive Athletics		Competitive Athletics			
Other					Economics		Senior Thesis

The Great Books and ideas of the Western Tradition serve as a foundation to the Maryvale Preparatory program across all 9-12 grades. The focus of all classes is the Great Books program, where the emphasis is on shared inquiry and active learning of Great Ideas as expressed in the Western canon. The comprehensive, research-based curriculum offered at Maryvale Preparatory, and all Great Hearts academies, is balanced between English, humane letters, science,

mathematics, foreign language and fine arts. Great Hearts has proven that this academic program and a culture of achievement generates high academic outcomes.

Alignment with Mission and Approach: Maryvale Preparatory teachers use the Socratic method in all classes, which enables students to acquire critical reasoning and communications skills, as set forth in the school's mission. The curriculum offers a required sequence of classes in the liberal arts. The rigorous, in-depth study that the curriculum necessitates is appropriate preparation for top tier to colleges, as stated in the mission. Also, the curriculum is an accurate reflection of the school's philosophical pillars, described above. The curriculum provides a coherent program of study, shared inquiry, seminar participation, in-depth exploration of subjects and challenging work. The required sequence of classes builds a common knowledge base in the humanities, science and fine arts in all students. Maryvale Preparatory's curriculum is aligned with the Arizona College and Career Ready Standards. The alignment of the curriculum with the Arizona standards has been verified in prior years by our performance outcomes on PSAT, SAT and state assessments among all Great Heart Academies. Our preparatory schools across Arizona and Texas consistently show superior state test scores, SAT/ACT test scores, college admissions rates, and staggering numbers of scholarship dollars offered to our students.

Here's what Great Hearts students and teachers achieved during our 2018-19 academic year:

- All five eligible Great Hearts prep schools (schools that are fully enrolled 9-12 grades) ranked within the top 15 public high schools in Arizona, according to SAT data. Our students' average SAT score is 1250, which is over 190 points above the national average. Great Hearts students' average ACT scores were 26, which is 5 points above national average.

- 96% of graduates attended 4-year universities. The remaining 4% chose to enlist in the military or take a gap year.
- Graduating seniors received \$42 million in scholarships, averaging \$118,000 per student. 82% of graduating seniors were awarded merit-based scholarships.

Students develop the tools they need to succeed in life at Great Hearts Academies across Arizona and Texas. In short, our curriculum works and does not have to be tailored specifically for each community in order to deliver positive results. Instead of changing curriculum, we work to make the rigorous material accessible for students from all socioeconomic backgrounds. In addition to this, we strive to provide a shared, community-building cultural experience that resonates across all of our academies, including Maryvale Preparatory.

Maryvale Preparatory test scores from 2015-2018 on the AZMERIT.

- In 2017 Maryvale Preparatory outperformed 44 of 45 in English Language Arts and 41 out of 45 schools in the surrounding district in Math scores on state AzMERIT testing.
- Students who are behind at Maryvale Prep when they first come to the school have shown greater than a grade level growth on our quarterly testing on Galileo, Reading A-Z, and Dibels by the end of the year as shown in our data trackers for K-5th.
- According to AzMERIT data, Maryvale Preparatory had a passing rate of 40%, 49%, and 42% in math from 2015-2017 and 29%, 36%, and 37% in English for the same time period.
- A closer look comparing MVA and its surrounding school districts Alhambra, Cartwright & Isaac shows the average over 2015-2017 for English as 19%, 22% & 24% respectively

and in Math 25%, 27%, and 29%. We have consistently outperformed surrounding schools by an average of 12% in English over the course of three years and 16% in Math.

- When comparing side by side with neighboring school districts, Maryvale Preparatory continues to outperform other schools based on 2018 AzMERIT data from (<https://azreportcards.azed.gov>)

State Of Arizona	↔	Alhambra Elementary District	Cartwright Elementary District	Maryvale Preparatory Academy
ELA	↔	ELA Assessment Results: Percent Proficient		
40%		25% ↓	25% ↓	35% ↓
Math	↔	Math Assessment Results: Percent Proficient		
50%		34% ↓	27% ↓	42% ↓

However, Maryvale also needs to take great strides to close the gap between state and school scores. To do this Maryvale Preparatory has enacted several initiatives this year.

- Interventions for Middle school and High school students
- Before school Tutoring for Preparatory Students
- Summer Math Courses
- Supplemental resources from sample Galileo/AzMERIT tests to reteach concepts.

Curriculum Appropriate for Student Population

Though Maryvale Preparatory's curriculum and instruction are rigorous and there are high expectations for students, the school is not intended for gifted students. The school's academic

environment enables every student to achieve. The core characteristics of the instructional program-solid, sequenced, specific, and shared-continually advance students' knowledge and reasoning skills and propel them to increasingly higher achievement. A student's desire to learn is the key to success at Maryvale Preparatory. While some students are more talented than others in certain subjects, every student who has passed the appropriate prerequisites, is genuinely curious, and applies himself or herself diligently every day will succeed at Maryvale Preparatory. We believe that every student can learn, but that every student has different gifts and challenges in learning. Maryvale Preparatory is committed to helping each student achieve as much as he or she can.

The Preparatory curriculum has a record of success throughout the Great Hearts network in educating communities of demographically diverse students with varying talents and abilities, as verified by AzMERIT data (see “charter entities founders” question 4). The curriculum will be equally successful in educating and meeting the needs of Maryvale Preparatory’s educationally disadvantaged high school students.

Detailed Curriculum

MVA students study the traditional liberal arts-language and literature, math, history, science, music and art-in a coherent and orderly program. The curriculum takes students from the basics of literacy and math to age-appropriate higher orders of thinking and self-expression. They cultivate skills in careful reading, critical thought, problem-solving, public speaking, writing and performance. We recognize that different children have different talents and learn at different speeds. The instructional program seeks to challenge every student all the time. But the school

rejects any system of tracking that assigns certain students to a lesser curriculum. Students may not learn at the same speed, but they all will complete the same rigorous course sequence at MVA. Students must pass all courses in order to graduate from graduate 12th grade, with appropriate accommodations for special-education and English-learner students. One modification made to help support the Maryvale community was regarding foreign language.

Spanish

Modern Languages: The school's Spanish-language curriculum is an immersion-based, 4-year program. Students learn Spanish grammar and vocabulary so they can read, analyze and discuss great works of Spanish literature. Through literature, students experience Spanish in its finest and most beautiful presentation and learn about the cultures and histories of Spanish-speaking peoples. All classes are conducted in Spanish and students are required to participate frequently so they can build the communication skills needed to interact with literary texts in Spanish. As in English and history, students read classic literary works from Spanish culture. The emphasis is on learning to read, understand and communicate in Spanish through immersion, with no English spoken in the classroom, which is the pathway to fluency. This is in keeping with the school's emphasis on achievement and mastery in all subjects.

Language selection is the only large deviator from the Great Hearts standard curriculum; Spanish is the only romance language offered, as this was requested by our parents. In other Great Hearts academies, we offer French and Greek. To further support our Spanish speaking students, we added a Spanish pre-test at the beginning of the year, which determines the writing ability of our students in Spanish. Before 9th grade, students are placed into the introductory level Spanish class

and they are administered a pretest to assess current language ability. Based on this assessment, students can enroll in our advanced Spanish class rather than automatically being enrolled in the introductory Spanish course.

Research has demonstrated that children who are fluently bilingual have greater cognitive growth (Latham, 1998) and have shown more higher-order thinking skills (Black, 1993) and better learning strategies than children who have not studied a foreign language. On standardized tests in English and math, students who study foreign languages outperformed those who knew only one language (Armstrong & Rogers 1997; Saunders 1998; Masciantonio 1977; Rafferty 1986; Andrade 1989; Kretschmer & Kretschmer 1989; Profile of College Bound Seniors, 1997). Thus, incorporating the study of a modern language in MVA supports our goal of preparing students for selective colleges.

Implementation

Great Hearts has an online portal of curricular materials for each course, and there is training for every new teacher that begins by addressing the Philosophy of the Discipline (a Great Hearts-specific account of the alignment between our mission and our curriculum for each subject) and provides progressively more detailed curricular materials. During the annual New Faculty Orientation and New Faculty Trainings, there are course-specific training sessions that acquaint teachers with the materials and our approach to that course.

Ongoing System for Revision

Great Hearts reviews annually the curriculum across the network to ensure continued alignment with state standards and the organization's mission and goals and to identify areas for

improvement. All curriculum improvement initiatives are conducted with the full participation of academies' faculty and headmasters.

Curricular revisions take place at both the network and the school level. The National Curriculum Team has made several significant revisions to the curriculum as a result of the periodic curricular review process. For instance, the team modified the homework load for high school courses after a review of parent input, data on student results, and a review of research on optimal homework loads. The team also created a revised curriculum for the 9th and 10th grade Humane Letters courses after consideration of ways to improve the coherence of the courses and their alignment with our mission.

At the school level, Maryvale Preparatory conducts an annual review of parent input, student data, and the school's curriculum, considering how well the curriculum is serving student to meet the school's expectations for student learning (see answer #3 for detailed information about these expectations). The team consists of the headmaster, assistant headmaster, and key teachers. One product of that review process was a decision to offer Spanish exclusively at the high school level in order to better meet the needs of the Maryvale Preparatory student population. An interaction exists between the national team and the school team, such that Maryvale Preparatory has played a key role in piloting several curricular modifications, such as the modified 9th and 10th grade Humane Letters courses. These modifications, which reduced the reading load and increased the amount of time available for student support, were particularly beneficial to Maryvale Preparatory's disadvantaged population, providing greater opportunities for tailored interventions. In addition, data is gathered using Galileo, AzMERIT, AIMS science, PSAT, and SAT results to

evaluate the effectiveness of our curriculum in fostering student achievement, looking not only at our results overall but at our results by subgroups, including race and FRL, whenever possible. Students who are underperforming in Math and ELA are given supplemental materials based on AzMERIT and Galileo testing materials. Students are moved out of the intervention program once they have shown mastery.

In summary, one of the highest priorities for Maryvale Preparatory is providing support for all our students and partnering with them to achieve success. We want to ensure that all our students receive the best education possible and possess the skills to be successful long after their time at Maryvale Preparatory.

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?

Essential Features for the Maryvale Preparatory program

- A core liberal arts curriculum that exceeds the Arizona College and Career Ready Standards in duration and content and which all students pursue.
- An academy ethos that values character and leadership and exhorts students to create a community of scholarship, leadership, and service in their classrooms, extracurricular activities, and their relationships with peers and teachers.
- Small class size that provides the individual attention students need to achieve their goals.
- A professionally diverse and uniquely trained faculty that is fundamentally Socratic in its approach to students and embraces fully the school's vision of community, learning, leadership, and service.
- Visible and approachable leadership, exemplified by a headmaster who oversees all functions of the school, mentors and collaborates with teachers, and is a model of collegiality, fairness, responsibility, and love of learning.
- Family involvement characterized by parents' participation in the school's academic and ethical vision. To help achieve this vision, Maryvale Prep parents are enrolled into The American Dream Academy (ADA). Through the free 8-week ADA program, families gain the tools to help their children pursue successful academic careers and prepare for a university experience. The program is taught at Maryvale Preparatory by our staff members; one class is taught in English and the other in

Spanish to ensure accommodation for all our parents (<https://eoss.asu.edu/ada>) This partnership began in 2019 and will continue for the foreseeable future with 50 parents attending the inaugural class. Our staff and ASU liaison were very impressed by the positive turnout.

Instructional Practices

Socratic Method: All students are expected to be actively involved in the learning process. To facilitate their involvement, all teachers teach their classes using the Socratic method, engaging the students in discussion and asking them to critically explore and analyze the topic of study. This approach to questioning the subject matter with the goal of pursuing truth is used in all the courses and at all of the grade levels. This mode of instruction is central to the school's vision of liberal arts.

Teachers participate in faculty in-services throughout the year in which the Socratic method is modeled and employed. As a community of learners, Great Hearts teachers are expected to continually strive to improve their skills in Socratic questioning to effect ongoing improvement in classroom instruction, and the administrative teams monitor the classrooms to ensure this strategy is being utilized effectively in each subject area.

Employing the Socratic method, students explore ideas through discussion, explain ideas to their peers, and exchange thoughts with others, all of which serve to deepen understanding and knowledge.

The Socratic conversation-based approach is beneficial to educationally disadvantaged students, who often don't come from print-rich environments. Some students from lower socio-economic groups may come having had limited skills in the areas of reading and speech. A Socratic classroom is vocabulary rich, and the Socratic method helps students form coherent thoughts, vocalize their thoughts, discuss ideas and connect concepts. Here are the Socratic strategies that help disadvantaged students thrive at Great Hearts and Maryvale Preparatory.

- Regular evaluation of reading comprehension of nightly texts
- Coaching on comprehension during class
- Robust use of discussion, coaching frequent use of text-based argument
- Dedicated class time to coaching writing skills in response to core text (including improving grammatical conventions and use of vocabulary as well as components of argument and style)
- Use of graphic organizers and other content organizers to assist in content learning
- Assessments used to determine strategic intervention for struggling readers
- Embedded vocabulary lessons during text discussion
- Modeled read-aloud

Maryvale Preparatory and Great Hearts System

All teachers are trained during NFO and New Faculty Training in the fundamental principles behind Socratic instruction and in the specific practices necessary for successful Socratic instruction. In addition to general training about this instructional methodology, we also provide course-specific trainings for all new and ongoing teachers, both at the start of the year and at key intervals throughout the year, in ways to employ Socratic instruction in particular courses.

After training teachers in these ways, an instructional coaching team at each school provides ongoing coaching to all teachers. We train these coaches in two network-wide programs: The Leadership Series (for all instructional coaches) and The Headmaster College (for those interested in becoming headmasters). This coaching relies on two widely respected texts in instructional coaching: *Leverage Leadership* and *Teach Like a Champion*. These texts are based on proven and research-based practices developed at Uncommon Schools. Following the guidance of *Leverage Leadership*, our instructional coaches observe all teachers once every two weeks, and they rely on *Teach Like a Champion* for much of the material for instructional coaching. However, the Great Hearts talent team and the assembled headmasters had concerns that much of the guidance in the *Teach Like a Champion* book was generic and did not speak to our specific mission and pedagogy. For that reason, we developed a document called the Great Hearts Pedagogy Playbook. This document begins with fundamental information about the classical mindset and the heart of the teacher in a Great Hearts classroom and then provides not only pedagogical and instructional guidance, but also the rationale behind our practices. Our instructional coaches can use the "Playbook" to provide a framework for the coaching that they provide so that it is more clearly aligned with our curriculum and purpose, helping teachers and leaders to see the connection between what we do and why we do it.

At the school level, Maryvale Preparatory's teachers participate in an extensive annual series of trainings and in-services designed to improve their instructional practices in specific course areas and at specific grade levels, with a monthly in-service for each of

the two areas. The school's teacher-evaluation process uses a rubric (see answer #5) that specifies Socratic practices and *Teach Like a Champion* practices. In addition, the school's annual data review process looks at ways in which data on student results, particularly on Galileo assessments, might reflect a need for additional training among the school's teachers, either as a group or as individuals, so that they can improve instruction to students in those areas.

When a teacher needs additional support, the Maryvale Preparatory instructional support team also makes use of the Great Hearts remote coaching program. In this program, a Maryvale Preparatory teacher videotapes him/herself teaching, using the SWIVL system, and uploads the video to SWIVL. A veteran teacher in that subject area, who has also been trained as an instructional coach, provides coaching to the Maryvale Preparatory teacher. For instance, there might only be one Physics II teacher at Maryvale Preparatory, and there might not be an instructional coach with expertise in that area. The remote-coaching program would make it possible for a veteran Physics II teacher to help the Maryvale Preparatory teacher improve the ways in which he/she teaches physics, which can be a particularly challenging area to teach Socratically. Often, we have noted that there is a strong interplay between curriculum (e.g., WHAT you are teaching the students about the theory of relativity) and pedagogy (HOW you go about teaching it Socratically), and it can require a veteran teacher to provide guidance in both areas at the same time.

Small Classes

A student-to-educator ratio of 15:1, with a full-time teacher and assistant teacher in every classroom, provides ample teacher-student interaction. Studies of small class sizes show that this approach increases student achievement, particularly in the early grades, and that the benefits persist into higher grades. Smaller class sizes also particularly benefitted minority and low-income students, i.e., educationally disadvantaged students (Word, Johnston, & Bain, 1990; Achilles, Nye, Zaharias & Fulton, 1993; Nye, Zaharias, & Fulton, 1994). Small class sizes in Maryvale Preparatory are appropriate for the curriculum because it allows for differentiated instruction and small-group work and gives each child enough attention to effectively implement the Socratic method and to actively engage children in learning. Every student's voice is heard without a single student feeling as if they are not a part of the lesson. In a larger class setting, these students would not have the appropriate amount of time to express complicated thoughts on multiple subjects.

Homework:

Teachers assign homework daily. Meaningful homework, rather than busywork, is considered essential and is a primary source for assessment and evaluation. The average homework time is 20 minutes for each class which for a high school senior is up to two hours a night. The homework experience is a matter of quality—not quantity. A few sentences translated, a few problem sets worked, but then analyzed in detail for both errors and for possible variations will better serve students than much mediocre and careless practice which is not then used to coach the students on to perfection. “For high

school students, 1½ to 2½ hours per night of homework is optimum. When students spend more time than this on homework, the positive relationship with student achievement Diminishes” (Cooper, Robinson, and Patall 2006).

- Teachers use homework as a formative assessment to evaluate daily as part of instructional process. Students demonstrate they have gained knowledge through homework, and teachers use it to spot gaps that need to be reinforced in instruction. For teacher’s homework is helpful when they graded and used to assess student knowledge or skill, and then used to discover errors and help students correct those errors. For example, a student writing a paper for a humane letters class may have large amounts of grammatical errors. This would indicate this student requires intervention and supplemental resources from sample Galileo/AzMERIT tests would be used to reteach concepts.

Instructional modifications specific to Maryvale Preparatory

Maryvale Preparatory utilizes other methods in effectively closing the literacy and mathematics gap. Examples include weekly parent teacher phone calls and emails, helping students maximize their on-task time so they may complete their assignments, and data-informed accommodations made for each student, ensuring the inclusion of every student’s voice during Socratic discussions, and giving our parents an 8-week college support training through ASU and the American Dream Academy.

While Maryvale Preparatory has adopted the instructional practices that have proven successful in raising student learning at Great Hearts' other schools, they also support educationally disadvantaged students with proven best practices (see AzMERIT data table 3). The Maryvale Preparatory instructional practices are particularly well-suited to delivering the unified curriculum content to a wide variety of students while concurrently meeting significant educational needs based on individual attention and focused professional development.

At Maryvale Preparatory, we give our students individualized attention through many forms. For example, we provide before-school tutoring for 6th -10th grades. This tutoring program addresses students who are falling behind in their coursework and/or are behind grade level in math and reading, utilizing supplemental resources such as sample AzMERIT & Galileo tests. Moreover, our in-house Math and Reading Interventionists spend additional time with students in 6th -10th grades to ensure their success in these vital subject areas. They use the same method in a small group setting. In these groups, our interventionists work with students to address specific subject matter with which they are struggling. Maryvale Preparatory has executed this program with our K - 5 students in the past, but this is new for our middle school students. In previous iterations, this program has created positive educational outcomes for students, with an average grade level growth in math and reading of a year and half during a school year. Finally, students utilize Lyceum time (structured study hall) to receive additional help in academic courses from either a teacher or a peer tutor. Students are then retested if the interventionist decides the student has mastered the concept and if mastered taken out of the program.

In addition, modifications were made during the implementation phase of the program. Maryvale Preparatory's Headmaster, Mr. Mac Esau instructs teachers on a variety of teaching methods in order to best serve the diversity of students in their classrooms. This training is held during the summer and professional learning courses during the school year. Strategies include adjusting curricula to the student's level of understanding, rewriting primary documents for classes such as American history, and delivering readings or texts via audio tracks for students who need additional literacy support. Four best-practice books we closely follow in building successful differentiation methods for Maryvale Preparatory are *How People Learn* (National Research Council, 2000), two books by John Hattie: *Visible Learning* (2009) and *Visible Learning for Teachers* (2012), and *Leading for Differentiation: Growing Teachers Who Grow Kids* (2016), by Carol Ann Tomlinson and Michael Murphy.

Comparable to our strategies for accessibility for our humanities instruction, we recognize that providing additional support through intervention and tutoring is vital to ensuring the success of all our students. After conducting a comprehensive needs assessment, evaluating the collected data and root cause analysis, we chose to offer an additional or preparatory algebra class during summer 2019. We did so because we identified algebra as a subject in which our students needed additional support in order to achieve comprehension goals. For our geometry course, we found that the terminology was a challenge for many students. To address this, we set aside time during class to

ensure clear explanation of the terminology and to assist with accurate homework completion.

One of the deficiencies identified through our 2019 needs assessment is the connection between student success and student completion of homework. We found that less successful students completed homework at a rate lower than successful students. To address this issue, teachers and families in the 2020 school year communicate weekly about a student's homework progress. If a student's homework assignments fall below 75% completed in our grading system, a notification is sent to parents with a screenshot of the missing or uncompleted assignments. Next, teachers and families strategize on how to effectively complete homework, create study habits, and ensure note taking. Families are given homework completion guidance during orientation, parent teacher conferences, and academic delinquency communications; each of these communication vehicles takes place at a different time of the year, ensuring that communication stays open and clear for all individuals involved. Finally, when entering a new school year as part of the student development phase, Maryvale Preparatory teachers place special focus on teaching students effective studying habits. While students work on their homework during class, a teacher circulates and evaluates students' study habits and preparation skills. Teachers provide feedback and additional support to increase students' good study habits and identify opportunities for growth. Some of the skills our teachers focus on are time management and how to approach multi-step questions and problems.

Ongoing Instructional Development and Revision

As described in the prior narrative under the heading "Ongoing Curriculum and Instructional Development and Revision," Great Hearts considers curriculum and instructional practices to be so intertwined that they are reviewed in tandem annually by a committee of headmasters and teachers from all middle and high schools.

In 2018, the committee reviewed the school's 9-12th high school model. We did so in response to our various stakeholders' concerns, which were the following:

- Students and families (both those who stay and those who leave) consistently mention the desire for more choices in the curriculum.
- Families, teachers, and headmasters often cite the difficulty of having every student take a second year of Calculus and a second year of physics.
- Various stakeholders have been asking for a course in computer science for the last five years.
- Students and families have consistently commented on the heavy homework load in the high school.
- Students and families have consistently asked for college credit opportunities.
- Headmasters have almost universal concern about the writing program not being specifically structured within Human Letters.

In response to the concerns the Great Hearts Curricular Team evaluated family satisfaction surveys, a formal parent focus group, and individual interviews with parents conducted during the design process, individual interviews conducted with

every headmaster during the design process and interviews conducted with board members and executives. Some of the results include the following.

- The team recommend that the senior year consist of Humane Letters (2 hours), Fine Arts, Elective 1, Elective 2, and Elective 3. The elective courses to fill the three open spots should be Calculus II, Physics II, Language IV, The American Rhetorical Tradition, Logic and Computer Science.
- The team recommend that Humane Letters in all grades reserve two hours per week to focus on writing, and the content be reduced by 20%. The composition of the senior thesis should occur during the 12th Grade Humane Letters writing slots.
- The team recommend that the high school homework expectation be reduced from three hours to two. Pending budget considerations, we recommend that a full-time 6-12 Mathematics Coach be hired by Fall 2019.
- Pilots are planned for dual enrollment (at our Trivium school) and CLEP (on our Veritas campus) to assess their fittingness to our model and their scalability.

The use of the Socratic method has been researched extensively. Evidence of the success use amongst low income students can be found in the jct.sciedupress.com article, “The Impact of Philosophical Inquiry Method on Classroom Engagement and Reasoning Skills of Low Achievers.” The conclusion states, “When students are given an opportunity to voice out their opinions and their opinions are valued in dialogic pedagogy, they can engage in classroom activities and demonstrate the ability to use reasoning skills... philosophical inquiry method of teaching could

enhance low achievers' higher order thinking skills and engagement with school”
(<https://files.eric.ed.gov/fulltext/EJ1175677.pdf>). Studies have also shown significant growth amongst ELL students using the Socratic method. In a five-week study, ELL students were found to have a significant increase to critical thinking skills and development. The conclusion was the Socratic Method is an effective way to develop critical thinking skills in ELL students
(<https://files.eric.ed.gov/fulltext/ED557162.pdf>).

Maryvale Preparatory, like other Great Hearts schools, is committed to using the Socratic method. Through the annual review, Great Hearts continues to improve the ways in which the Socratic method is implemented in the classroom.

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?

Measurable Expectations for Student Learning

Maryvale Preparatory has 3 key strategic objectives for student achievement that are aligned with AZCSP and are related to implementing a rigorous, enhanced academic program and curriculum that will increase student achievement and prepare educationally disadvantaged students for selective colleges and universities. The objectives are the following:

OBJECTIVE 1: Improve student learning.

1. PSAT and SAT

- Maryvale Preparatory's proficiency rates on PSAT for 9th, 10th, and 11th grades will exceed average nationwide performance.
- Maryvale Preparatory's proficiency rates on SAT for 11th and 12th grades will exceed average nationwide performance.

OBJECTIVE 2: Meet testing goals, using scores from PSAT & SAT tests, disaggregated by student subgroups (ELL, special education, economically disadvantaged, Hispanic, African American, Asian and white):

- Maryvale Preparatory will receive an A rating from Arizona's accountability system.
- Maryvale Preparatory will receive an overall rating from the Arizona State Board for Charter Schools of at least "Meets Standard," indicating the school meets academic performance expectations.
- Maryvale Preparatory subgroup proficiency rates will meet or exceed statewide subgroup performance.

OBJECTIVE 3: Students at MVA will be highly engaged in their studies.

- Maryvale Preparatory will maintain a student retention rate from year to year of 90%.
- Maryvale Preparatory will maintain a minimum 94% attendance rate.
- Maryvale Preparatory's graduation rates for high school will be 100% by 2022

In this process, student achievement is measured by objective achievement data (standardized testing and internal diagnostics), observation, and the extent to which the results adhere to the organization's mission, vision, and values.

Great Hearts Academies has developed a comprehensive assessment system for its high school students that combines both in class and school-wide assessments. At the classroom level, teachers use a variety of assessments to gauge students' academic progress. Our teachers mainly grade students based on summative assessment data, which determine students' mastery of curriculum standards. Although our teachers conduct summative assessments at the end of each unit, they consistently evaluate students' progress through formative assessments leading up to the summative assessment. Formative assessment data is used to determine when reteaching is needed and to monitor students' learning toward the overall goal of mastery on the summative assessment. When formative assessment data indicates that a student needs additional support with a standard, teachers provide supplemental curriculum, small group interventions, and tutoring opportunities in order to increase student comprehension prior to the summative assessment.

While students are consistently being assessed in the classroom, Great Hearts Academies measures its school performance by more than standardized test scores and student grades. In order to assess effectiveness on a school-wide level, Maryvale Preparatory conducts teacher, curriculum, and headmaster evaluations to ensure that we are providing the highest quality education for our students.

Student Evaluations

The following list summarizes the types of evaluation that Maryvale Preparatory teachers use to assess student mastery of the curriculum and state standards. Evaluation tool, type of assessment, and frequency are listed below:

- Homework: Daily formative assessment
- Subject Exams: Summative tests that evaluate students' learning at the end of each unit

- Classroom participation and Classwork: Ongoing formative assessments
- PSAT testing for grades 9-11, SAT for 12th: Annual summative assessment
- AzMERIT testing: Annual summative assessment
- Galileo: Quarterly benchmark testing

Teachers use data from the interim, formative assessments to adjust instructional practices to ensure that all students are progressing toward mastery. The process of student evaluation is integral to student performance. Students in all grade levels are required to complete semester exams in addition to objective tests and graded essays that are aligned with the curriculum and administered regularly.

However, assessment goes beyond the use of these standard tools. Starting at faculty orientation, Maryvale Preparatory teachers are instructed how to use more than objective data to evaluate student progress.

Teachers learn techniques for assessing classroom participation and evaluating students' success in using the Socratic method, and teachers are directed to begin the evaluation process at the start of the school year. Student participation such as taking notes, asking and answering questions, or even indicating confusion, all show a strong relationship to student grades. These activities indicate a stronger level of involvement in class, as they require the student to actively participate.

Four weeks into each quarter, deficiency notices are sent to the parents of students who are struggling in a course. The notices provide a brief narrative as to why the student is struggling, such as missing coursework, behavioral issues, or lack of participation, and they offer suggestions for improvement. Teachers then work with students and families to provide an outline for success. Some possible solutions

would include time before, during, and after school dedicated to completing coursework and tutoring conducted before school to address deficiencies.

At the end of each quarter, teachers complete a narrative evaluation for each student that includes the grade for the course, breakdown of the components of that grade, and summary of the student's progress. Before they are mailed to parents, each of these evaluation notices are reviewed by the administrative team for quality and to ensure their content supports the established expectations for student achievement.

At the end of each semester, teachers are required to complete a one-page student evaluation form that addresses student's sense of wonder, depth of inquiry, specific areas of mastery and needs for improvement, and attitudes toward learning and towards others. The teachers also provide objective data and narratives for quizzes, tests, essays and homework. This semester evaluation narrative is much more meaningful than the assignment of a single letter grade or a percentage.

Great Hearts' use of narrative evaluation is intended to de-emphasize letter grades. It is the preferred method of evaluation because it compels teachers to carefully consider each student's strengths, weaknesses and character in the classroom in relation to his or her progress in mastering the articulated curriculum at each grade level. While recognizing the student's accomplishments, the narrative format also enables faculty to provide constructive suggestions for improvement. Teachers are asked to provide this type of feedback rather than letter grades on all graded assignments, not just on quarter and semester evaluations. The administrative team reviews all of the evaluations prior to these meetings to ensure they are of excellent quality before they are presented to the parents.

In addition, once a year, the evaluation will also be done in conferences with the teachers, parents, and students. Students are required to attend the conferences and engage in substantial self-assessment. A liberal arts education requires a special kind of written evaluation that addresses the rubric as the semester evaluation. Families must be partners with our staff for their child's success.

Family-teacher academic partnership

As a preparatory school, Maryvale Preparatory believes that the student should be the primary agent in their education. Our priority in this regard is to encourage student responsibility by establishing an open line of communication between students and their individual teachers. Timely and effective communication between teachers, students, and parents is essential in fostering academic growth. In *A New Wave of Evident*, a review of 51 studies published between 1995 and 2002, Anne T. Henderson and Karen L. Mapp found that students with involved parents are more likely to:

- Earn high grades and test scores, and enroll in higher-level programs
- Be promoted, pass their classes and earn credits
- Attend school regularly
- Have better social skills, show improved behavior and adapt well to school
- Graduate and go on to postsecondary education

In addition, a long-term study completed in 2001 by Westat and Policy Associates of 71 high-poverty schools in seven states showed that students' test scores rose 40 percent from third grade to fifth grade in schools where teachers reported high-levels of parent outreach.

Communication Roles

Student: Students are responsible for tracking assignments, understanding stated course requirements, and meeting deadlines. We strongly encourage students to meet with their teachers regularly for tutoring if they are having difficulty understanding specific concepts or material. It is also the job of the students to

communicate honestly to their parents about their day-to-day performance and academic standing.

Teacher: Teachers are responsible for clearly communicating to the student what is expected of him or her.

Teachers are also responsible for notifying parents when their student is struggling considerably with the material or is not performing as expected. See Deficiency Notices below.

Parent: Parents are responsible for clearly communicating with teachers any conditions that may affect their student's ability to learn and focus in class. They are responsible for communicating a respect for the teacher through their words and actions.

Promotion

Students must pass all of their courses to be admitted to the next grade level. Maryvale Preparatory does not assign year grades, but semester grades only—thus, the grades for second semester will be used to determine promotion. Students failing any single course in the second semester must pass a summer school/study plan established by the headmaster, dean, and teacher in order to be promoted to the next grade. In the event that a student fails one or more courses in the second semester, the following will apply: Student fails one course – Typically, the student will be allowed to complete a summer course of study in order to be promoted. At the headmaster's discretion, the student may be required to repeat the entire year.

Other factors that influence promotion decisions include academic and task independence of the student relative to grade-level peers, performance in all academic disciplines, performance on standardized tests and recognized assessments, and reading achievement and the ability of the student to access the rich and rigorous Preparatory literature. All of these factors have a weighted percentage in our student performance

evaluations. The determination of promotion is made by the classroom teacher and may be reviewed by the headmaster, if requested by the parents.

Teachers' Use of Data to Adjust Instruction

Teachers use Galileo to assess student progress, determine the need for re-teaching and interventions, and provide a formalized, reliable, valid, and bias-free source of information about instruction and curriculum. The pretest is administered within the first three weeks of school, benchmark is administered before winter break, and the post-test is administered just before statewide assessments (around April). The high school will also administer the PSAT in 9th and 10th grades to determine the need for interventions prior to students taking the SAT in 11th and 12th grades. The statewide tests -- AzMERIT and Science AIMS -- add to the others already listed as part of a review of multiple assessments that the headmaster and leadership team use to perform an annual analysis of subgroup performance. This in turn is used for root-cause analysis and the development of a Comprehensive Needs Assessment for the school.

Intervention

Our achievement data indicates we have a high need for students to be involved in effective academic supports: 198 students demonstrated minimal and partial proficiency in ELA on AzMERIT and 178 demonstrated minimal and partial proficiency in math. By providing students with additional and extra support in these areas we can help them develop the skills and fill in their learning gaps so they can succeed when faced with challenging curriculum and higher-level standards. With extra support we can guide students toward academic success; “there is clearly a great need to develop and provide...effective means of providing their students with the extra help and support they need to take and pass challenging

courses...” (Belfanz, Herzog, & Mac Iver 2007). This is above and beyond the instruction they receive in the classroom.

Academic Supports and Intervention

Additional opportunities for learning are offered 4 days a week in 30-minute periods called Academic Enrichment for grades 7-8 and Lyceum for grades 9-10. Before- and after-school tutoring is provided in grades K-10 and Maryvale Preparatory stipends teachers and apprentice teachers for tutoring services. In addition, students not demonstrating adequate growth or at risk of diminished academic achievement, as evidenced by ATI Galileo quarterly assessments, are invited to receive additional academic support.

To capitalize on building additional opportunities for students to master skills and close learning gaps, the school will use innovative scheduling to offer an additional class period designed to pre-teach targeted skills, vocabulary, review classwork for misconceptions, close identified learning gaps and provide enrichment.

The school uses a push-in model with math and ELA specialist/ interventionist to support students during traditional class periods to enhance student learning in areas of need and support them in their learning process and understanding of concepts as they are being taught:

Goals

1. Collaborate with grade-level teachers and leadership team to create student growth plans;
2. Collaborate with grade-level teachers and leadership team to design, monitor and oversee the intervention program of the school;
3. Utilize student assessment data to determine areas of growth;

4. Provide academic support for student learning;
5. Provide individual and small group support to high-need students;
6. Track and monitor individual student growth or decline;
7. Create and disseminate materials for before, during, and after school tutoring;
8. Train classroom teachers and apprentice teachers on effective EL strategies to boost phonemic awareness, phonics, fluency, vocabulary and comprehension skills in content areas.

The assessments described in this section are essential to Maryvale Preparatory's success in deploying those interventionists to provide the support that a subset of the school's disadvantaged students often require. Some students, whose need is assessed to be lighter, are provided tutoring before or after school, or are provided with self-study materials (e.g., Khan Academy) that they complete during the school day as part of the Lyceum period.

Summative Evaluation Including Academic Assessment

The annual Summative Evaluation is the capstone of Great Hearts' Quality Assurance Process, in order to ensure that Maryvale Preparatory is aligned with the Great Hearts mission, vision, and core values in all aspects of its operations and performance, including students' academic performance.

In summary, the Great Hearts Quality Assurance Process provides a formal process to yield reliable, useable, and bias-free information to measure student performance on expectations for student learning.

The instructional effectiveness and curriculum are systematically adjusted based on all assessment measures to ensure alignment with the organization's mission, vision and core values and to facilitate continuous improvement in faculty, student and operational performance. New improvement efforts at

Maryvale Preparatory are informed by the results of earlier efforts via reflection and assessment throughout the process.

The most important function of these assessments is to measure the performance of our students as a central element of helping them to learn. It is also the case that these results are an element of the teacher evaluation process for Proposition 301 bonus allocations and a part of the Great Hearts Headmaster evaluation process. In addition, the data from these assessments shapes plans at the school level and at the network level for professional development activities for teachers. The resources Great Hearts uses to monitor and document improvement across the network, including Maryvale Preparatory, are:

- Great Hearts strategic plan

- Great Hearts summative academy evaluations

- Data from state annual student achievement tests – AZ-Merit

- SAT, ACT, PSAT scores in Great Hearts' high schools

- Student quarter and semester evaluations

- Student classroom assessments

- Headmaster reports

- Classroom walk-throughs

- Faculty observations and evaluations

- Faculty improvement plans

- Faculty portfolios

- Headmaster evaluations

- Stakeholder (family and faculty) surveys

- Network-based headmaster focus meetings

Academy-based faculty focus meetings and in-services

Great Hearts quarterly reports

Great Hearts academies website

Enrollment and withdrawal data

Academy attendance and discipline data

4. What process is in place or will be in place to recruit, select, and hire quality educators?

Great Hearts has developed a strong, systematic process and talent pipeline that the Maryvale Preparatory leadership team employs to recruit, select and hire top-quality educators from a local and national pool. To ensure that the pool of applicants includes teachers with experience teaching educationally disadvantaged students, Great Hearts recruits alumni of Teach For America, which places recent college graduates as teachers for three years in schools that enroll high percentages of educationally disadvantaged students. Candidates apply via Great Hearts' online application system, which, in addition to information about education, experience and similar items, asks candidates to respond to a series of nine questions about their philosophy of teaching, to assess their fit with Great Hearts' classical liberal arts education.

- Philosopher-teachers, humanist-scholars, practical-idealists, life-long seekers of the truth, who desire to live and learn charitably in community with other teachers and wish earnestly to join the “Great Conversation.”

- Sincere men and women, deeply committed to introducing the Great Ideas, Books, Arts, Sciences, and Virtues of the West to the young, who understand the act of teaching to be nothing short of shaping souls.
- Intellectually, morally, and authentically alive individuals, who themselves have rich intellectual lives, but also a deep sense of wonder, and great humility in approaching the craft of teaching, willing and eager to grow in their pedagogy.
- Teachers who use **data** to home in on the attributes/indicators that are most predictive of success for educational disadvantaged students.
- Teachers who have a track record of success in helping students grow both morally and academically.
- Teachers who have experience working in economically disadvantaged school districts.

These aspects along with other Great Hearts profile characteristics have shown to greatly affect the success of teachers and consequently of students.

Lead office talent staff review the application, resume, and other materials submitted online by the candidate, rank the candidate and provide comments and assessment notes that are viewable by headmasters. All candidates are vetted against a rigorous hiring rubric. This begins with an online application which requires several written, narrative responses to questions around our philosophical approach to education. Candidates are also often interviewed in person by a Talent team member. All candidates are invited to complete a video interview as well, which is reviewed by the talent team or headmasters. If the candidate is out of state the headmaster conducts a phone interview and if this goes well, invites the candidate to come visit the campus. All teaching candidates conduct a “demo teaching lesson” at one or more campuses, observed by the leadership team(s) of the schools

interested in those candidates. Only the best teachers are offered positions. Headmasters have access to all candidates' applications in the online system from the time the applications are submitted.

While lead office staff highlight candidates' applications to the headmasters throughout the hiring season, headmasters are largely autonomous in discerning which candidates they would like to contact for phone or in-person interviews. For headmasters in their first or second year, lead office talent staff assist in interviews, particularly finalist-round interviews. With the talent staff's help this reduces new headmasters from hiring mistakes.

Once a candidate has been offered a position, the Great Hearts Human Resources Director and assistant begin the HR background screening process. When candidates complete all elements of the background clearance process successfully, an employment agreement is generated by the HR director and signed by the employee, the headmaster, and the CEO of Great Hearts.

Our recruitment pipeline includes the following strategies:

- **National Recruitment, form relationships with individual professors and scholars** from as many colleges, universities, and relevant extra-university organizations as feasible. These are varied - from explicitly great books schools like St. John's, to Honors College programs at small liberal arts colleges like Grove City, to Classics departments at large private universities like Baylor, to strong and philosophically aligned Ed Depts at schools like UT or Notre Dame, to historically black colleges and universities like Howard and Morehouse.
- **Partner intentionally with local state universities**, through frequent contact with leaders/faculty in specialized programs - School of Life Sciences and Herberger College of Music at Arizona State are excellent examples, as are our MAT Program with Univ. of Dallas (and soon

Eastern Univ.) and our Special Education Certification Program with Rio Salado (and soon SMU).

- **Execute creative networking strategies** to maximize exposure and audience - conference presence, presentation, and hosting, and "Reverse Trip" visits of professors and leaders to GH academies.

This has resulted in Great Hearts' centralized online application system attracting more than 2,000 applications from teachers each year, ensuring a strong pipeline of teaching talent and school management leadership.

In summary, Maryvale Preparatory has strong hiring practices that have resulted in having outstanding lead and apprentice teachers in the classroom. Maryvale will continue to utilize Great Hearts and their staff to provide the school with top tier teachers for years to come.

5. What process is in place or will be in place to monitor and measure educator effectiveness?

As noted, Great Hearts implements a Quality Assurance Process, an ongoing collaboration between the Great Hearts charter management organization and the academies, including Maryvale Preparatory, to establish and grow the network of schools in a manner that maximizes student and school performance.

Observations

Headmasters conduct classroom observations at least once a week in a teacher's first year, and less frequently, but at least four times per year for veteran teachers. The Headmaster or instructional coach records observations using a Great Hearts rubric that includes a clear lesson plan for the period, academic content and tone, Socratic method, ongoing evaluation of students, rapport with students, passion for material, and classroom management. The Headmaster and teacher meet to discuss the observations, and they record any goals developed for the teacher from the observation once a week. The observation data are included in written performance evaluations.

Faculty Performance Review: Headmasters complete a formal written evaluation and review meeting with each teacher each semester. The evaluation includes: the portfolio, observations, assessment of students and extracurricular service. Prior to the evaluation, teachers complete a self-assessment that covers adherence to curriculum, teaching performance, communication with students and parents, and professionalism and community involvement. The evaluation conversation generally includes goals for current year, the next year, and semester and planning for long-term professional development. The headmaster's evaluations are tied to meeting state standards, school goals and individual objectives for the students and are reflected in Great Hearts' Faculty Performance Evaluation Rubric, which is used to determine overall annual performance and any performance-based bonus. The teacher evaluation rubric includes multiple measures that gather qualitative and quantitative data from a variety of sources:

- Student and class performance outcomes (academic progress)

- Course content and alignment with academy curriculum and instructional methodology
- Objective family feedback from surveys and meetings with parents and students
- Instruction, based on multiple observations
- Leadership and collegiality, including sharing best practices and supporting colleagues
- Grade reports and conferences (evaluation commentary aligned with the grading philosophy of the school)
- Classroom management
- Teacher attendance and meeting deadlines

The procedures and expectations for teachers are outlined in Great Hearts' Faculty Handbook, which is updated annually. The categories in the Great Hearts teacher evaluation rubric are aligned with the Teacher-Principal-Evaluation Framework described by the Arizona Department of Education. Also, Great Hearts' faculty evaluation system reflects best practices in teacher evaluation, as defined by The New Teacher Project (2010) and Hanover Research (2012):

- Annual evaluation process
- Both formative (identify weaknesses and provide opportunities for improvement) and summative (objective, standardized data and information)
- Multiple sources of data for evaluation, including teacher portfolios, self-reflection and self-assessment, parent perceptions, student performance, observations
- Multiple observations during the year by knowledgeable evaluator with timely, constructive feedback
- Uses multi-tier rating system (1-5 scale on Great Hearts evaluation rubric; 4-tier scale on classroom observation form)
- Clear, rigorous objectives and expectations
- Evaluation outcomes matter-used for performance improvement and employment decisions
- Simple evaluation instruments The full rubric and competencies are listed below:

Maryvale Preparatory Academy
Faculty Performance Review

Instructional Competency	S1	S2	S1 Data Point Met	S2 Data Point Met	Observational Data Points
Lesson Planning <i>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of the learners. Lesson planning is effective preparation for instruction at the unit, weekly, and daily level.</i> <ul style="list-style-type: none"> • Unit Planning (LUP) • Weekly Planning (OAMAH+Q) • Daily Planning (DLP) 					Lesson plans are submitted on time to grade level team members and to leadership team
					Lesson plans include all components as required by the lesson plan guidelines
					Lesson plans are cohesive
					Lesson plans have strong essential questions
					Activities within lesson plans are meaningful and lead to clear outcomes
					Lesson plans include appropriate assessments and checks for understanding
			Additional observation data:		
Academic Content Knowledge <i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for the students to assure mastery of the content.</i>					The teacher is well studied and seeks on his or her own to further explore the depths of the content being taught
					The teacher understands the various methods in which to promote student inquiry of the content at hand
					The teacher understands the content in a way that allows him/her to breakdown the concepts in order to make the content accessible and meaningful to all students
			Additional observation data:		
Passion for Material					The teacher introduces the material with excitement, wonder, suspense, etc. and in turn invests the students in the content

<i>Passion for material is the personal connection and excitement for the content.</i>					The teacher not only offers the learning of his/her content area to his students but seeks to continue learning it as well
					The teacher is unapologetic for difficult content/concepts but rather presents it as a challenge the class will pursue together.
					The teacher speaks passionately about the content and material outside of class
					The teacher shows passion for material by incorporating effective and engaging supplemental materials, manipulatives, and resources
			Additional observation data:		
Classroom Leadership & Rapport with Students <i>The teacher understands his/her students and ensures the learning environment and classroom culture is positive and driven by high expectations to ensure that each learner is able to meet high academic and moral standards. Additionally, classroom order and student investment and engagement contribute greatly to classroom leadership and rapport with students.</i>					The teacher has strong rapport with his/her students
					Classroom culture is positive
					High expectations for academics and behavior have been put in place and students are held accountable
					The classroom is led with a strong balance of order and joy
					The teacher manages with consistent praise and redirection
					Consequences call students to make better choices
					The teacher has strong control with his/her presence and command
					The teacher is firm but loving and warm
					The teacher inspires, motivates, and engages students
			Additional observation data:		
Classroom Order <i>We believe that order and joy can and should live in great harmony and that, together, provide the proper foundation for our children to grow to be</i>					The teacher has developed clear and concise classroom expectations
					Classroom expectations have been communicated and taught to students and they are held accountable for meeting them
					Procedures have been developed for all classroom expectations and have been practiced so that they have become routine

<i>intellectually, aesthetically, and morally alive. With order, we create the structure necessary for students to flourish in an environment where right action produces right outcomes. With joy, we allow for the educational process to be one that is deeply satisfying to our children's souls.</i>					Classroom jobs foster order through virtue and leadership development in the classroom
					Praise and redirection is consistent
					Logical consequences are used immediately and with consistency
			Additional observation data:		
Student Investment & Joyful Engagement <i>The teacher joyfully invites students into the lesson and keeps them engaged throughout in a way that fosters greater love for learning and acquisition of knowledge.</i>					The teacher is consistently inviting students into the lesson in a variety of ways
					Students are invested by the opportunity to explore knowledge and are their sense of wonder is heightened
					Students remain absorbed in the learning task and stick to it even if it becomes difficult
					Students are invested in their own progress by setting and tracking goals
					Conversations and discussions are on task and centered on the learning (e.g. think-pair-shares and group collaboration)
					Use a 10:2 method-for every 10 minutes of instruction, students are given 2 minutes to reflect and respond to the learning
					Incorporate movement into lessons
					Provide specific and immediate feedback to keep students invested
			Additional observation data:		
Instructional Clarity <i>The teacher presents instruction in a clear and organized way and thus positively impacts student engagement in higher-order learning and reflection.</i>					The teacher provides explicit criteria for academic expectations and thus students know how they can be successful
					The teacher presents models or examples to students
					The teacher follows a clear cycle of I do, we do, you do
					Instructions are given one step at a time
					Checks for understanding happen throughout, as a whole and individually
					The teacher provides specific and immediate feedback to course correct or praise

					Metacognitive strategies are modeled and used to ensure students know how to think about and approach the learning
			Additional observation data:		
Pacing & Teaching Techniques <i>The teacher structures the lesson and execution in a way that ensure a proper opening and closure to the lesson. There is an appropriate balance of direct instruction/modeling, guiding practice, and independent practice.</i>					The teacher circulates around the classroom to engage students and hold them accountable
					The teacher uses proximity consistently
					The teacher assesses and responds to student work and checks for understanding to ensure pacing is appropriate
					Lessons begin with a Do Now
					Lessons follow the appropriate cycle of I do, we do (guided practice), you do (independent practice)
					There is enough time to close the lesson
			Additional observation data:		
Socratic Method <i>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving through questioning, inquiry, and discussion.</i>					The teacher presents essential questions that guide the discussion
					The teacher keeps the discussion focused
					The teacher guides students to refer to the text
					The teacher stimulates the discussion with probing questions
					The teacher periodically summarizes what has and what has not been dealt with or resolved
					The teacher draws as many students as possible into the discussion
					The teacher helps students make connections to other acquired knowledge and content
		Additional observation data:			

Student Practice <i>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful and multiple ways.</i>					Students are given a variety of opportunities for practice
					Students are given opportunities to practice independently
					Students are given opportunities to practice collaboratively
					The ratio of student to teacher talk is balanced
					Student practice is differentiated
					Students practice through questioning, writing, and discussion
			Additional observation data:		
Rigor <i>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually with and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i>					Ask essential questions frequently to encourage inquiry
					Teach Socratic lessons
					Instruction is differentiated
					Assessments include mixed-format questions
					Stretch responses and focus on Right is Right
					Complete sentences are required
					Require students to synthesize responses
					Students are often processing academic ideas in writing
					Students use academic vocabulary
					Students consistently give evidence for their answers
					Design tasks with multiple steps that increase in cognition
					Place the cognitive load on the students (student talk should be greater than teacher talk). For at least half of the lesson students are reading, writing, problem solving, discussing, and/or responding orally.
					The teacher uses higher order thinking skills (Bloom's Taxonomy)
			Additional observation data:		
Ongoing Evaluation of Students					The teacher assesses prior knowledge
					Checks for understanding are plentiful

<i>The teacher understands and uses multiple methods of assessment to engage learners in their growth, to monitor progress, and to guide instruction.</i>					
					Formative and summative assessments have their place in the classroom
					Criteria for assessments are clear and relevant
					Feedback is specific and immediate, occurs frequently, and is formal and informal
					Students are aware of progress and areas for growth (as a class and individually)
			Additional observation data:		

Proficiency Rating Scale: Highly Effective (HE), Effective (E), Developing (D), Ineffective (IE)

Data Point Key: Yes (Y), No (N), Sometimes (*), Not Observed (N/O), Not Applicable (NA)

**Maryvale Preparatory Academy
Teacher Compensation and Evaluation
FACULTY PERFORMANCE EVALUATION RUBRIC**

Groups “A” & “B”

Criteria	%	5	4	3	2	1
Student/Class Academic Growth	20%¹	Compelling evidence that students have made superior academic progress for year according to annual curricular goals for course and classroom-level data		Evidence that students have made adequate academic progress for year according to annual curricular goals for course and classroom-level data		Little or no evidence of academic progress or evidence of students’ failure to meet annual curricular goals for course and classroom-level data
Course Content / Student Performance	15%¹	Assessment of course content indicates a detailed alignment with academy curriculum and instructional methodology—with variety of professional lessons in line with liberal arts vision and evidence of strong student performance on		Assessment of course content indicates a consistent alignment with academy curriculum and instructional methodology and evidence of student performance on Great Hearts core curricular assessments		Assessment of course content indicates an incomplete or inconsistent alignment with academy curriculum and instructional methodology but little or no evidence of student success on Great Hearts core curricular assessments

		Great Hearts core curricular assessments			
Objective Family Feedback	5% ²	HM notes very positive and consistent feedback on survey forms and in parent and student meetings		HM notes clear majority of positive feedback on survey forms and in parent and student meetings	HM notes objective trend in negative feedback on survey forms and in parent and student meetings
Instruction	35% ³	Multiple Observation Forms indicate mastery or excellence across all instructional categories – with superior Socratic teaching ability, eloquence, and charisma/coaching		Multiple Observation Forms indicate mastery or good performance across majority of categories	Multiple Observation Forms indicate need for improvement in average of 3 categories per Form
Leadership/ Collegiality	5% ³	Is a consistent leader in faculty events, consistently shares best practices with colleagues through face-to-face and electronic means, actively seeks ways to support colleagues, and actively promotes liberal arts vision of school—a model of professionalism		Is an occasional leader, occasionally shares best practices with colleagues through face-to-face and electronic means, actively participates in meetings, and supports colleagues when asked to do so	Does not participate in faculty events or is negative about such events. Does not consistently support, or share with, colleagues
Grade Reports/ Conferences	5% ³	Production of comprehensive, precise, and profoundly insightful evaluation commentary aligned with liberal arts grading philosophy of school		Production of accurate, grammatical, and largely insightful evaluation commentary aligned with liberal arts grading philosophy of school	Trend of inconsistent, ungrammatical, or inaccurate evaluation commentary that reflects poor understanding of student growth in reference to liberal arts philosophy of school
Extra-curricular service	5% ³	Takes strong initiative to start or lead a substantial or ongoing EC activity that supports school vision		Takes a leadership role with a minor EC activity or a support role in a major activity	Does not participate in EC activities or lets assigned activity degenerate

Attendance / Deadlines	10%³	Perfect attendance, always on-time for classes, and meets all filing deadlines for grades and reports		Solid attendance with no more than 2 (non-professional leave) days missed and rarely late for class, files on-time		Inconsistent and excessive absences, tardiness, and/or missed filing deadlines for grades and reports
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¹Classroom-level Data – required to account for at least 33% of evaluation (GHA = 35%)

²School-level Data – required to account for no more than 17% of evaluation (GHA = 5%)

³Teaching Performance – required to account for between 50-67% of evaluation (GHA = 60%)

Maryvale Preparatory Academy
Teacher Compensation and Evaluation
FACULTY PERFORMANCE EVALUATION RUBRIC

Group “C”

Criteria	%	5	4	3	2	1
Instructional Support	15%	Multiple Observation Forms indicate mastery or excellence across all instructional categories – students first approach, active classroom support, circulating amongst students, student academic support, and conducting assessments		Multiple Observation Forms indicate mastery or good performance across the majority of categories		Multiple Observation Forms indicate need for improvement in most categories
Administrative Support	15%	Multiple observations indicate that the TA effectively performs administrative duties across all to assist the homeroom teacher and move students along- collecting student forms, homework, inputting data into systems (Engrade, DIBELS.net, etc.), preparing materials, and completing paperwork		Multiple observations indicate that the TA shows good performance across the majority of the categories		Multiple Observation indicate the need for improvement in average in most categories

Interventions	15%	Multiple observations and data indicate that interventions are effectively planned and executed and that adequate data is collected and entered in a timely fashion. Communication with the Academic Intervention Director and Homeroom Teacher regarding interventions is consistent and productive		Multiple observations and data indicate that interventions are mostly planned and executed well and that data is collected and entered in a timely fashion most of the time. Communication with the AID and HR teacher happens sporadically		Multiple Observations and data indicate that interventions are not planned and executed effectively and data is not collected. Communication is lacking.
Instruction	10%	Multiple Observation Forms (based on average number of teaching opportunities) indicate mastery or excellence across all instructional categories – with superior Socratic teaching ability, eloquence, and charisma/coaching		Multiple Observation Forms (based on average number of teaching opportunities) indicate mastery or good performance across majority of categories		Multiple Observation Forms (based on average number of teaching opportunities) indicate need for improvement in most categories
Leadership/ Collegiality	15%	Is a consistent leader at <i>required</i> faculty events, consistently shares best practices with colleagues through face-to-face and electronic means, actively seeks ways to support colleagues, and actively promotes liberal arts vision of school—a model of professionalism with good judgment		Is an occasional leader, occasionally shares best practices with colleagues through face-to-face and electronic means, actively participates in meetings, and supports colleagues when asked to do so. Moderate professionalism and judgment displayed.		Does not show leadership at <i>required</i> faculty events or is negative about such events. Does not consistently support, or share with colleagues. Lacks professionalism and judgment
Student Support	15%	Multiple observations indicate mastery or excellence across all student support areas—modeling and using charitable action and		Multiple Observation Forms indicate mastery or good performance across the majority of categories		Multiple Observation Forms indicate need for improvement in most categories

		speech, properly leading and guiding moral formation in the classroom and during play, and identifying and acting on student needs (academically and behaviorally)			
Attendance / Deadlines	15%	Perfect attendance, always on-time for classes, duties, and transitions. Meets all completion deadlines for assessments, intervention data, and other administrative tasks		Solid attendance with no more than 2 (non-professional leave) days missed and rarely late for class, duties, and transitions, deadlines mostly met on-time	Inconsistent and excessive absences, tardiness, and/or missed deadlines

The results of the process are measured by objective achievement data (standardized testing and Galileo benchmark assessments), stakeholder feedback (from the Great Hearts stakeholder satisfaction surveys), observation, and the extent to which the results adhere to the organization's mission, vision, and values.

Our Process for Continual Improvement

Continuous improvement processes, such as weekly observations & feedback meetings, self-reflection activities (e.g., watching videos of one's own teaching on SWIVL), modeling and discussion of best practices, identification of a focal instructional competency for improvement, and individual goals are set for each faculty member with progress to goal tracked each week. All teachers participate in an individualized continuous professional development and improvement that is overseen by the Headmaster and administrative team. Teachers set goals at the beginning of the year and are measured throughout the year based on the evaluation criteria shown above.

In addition to helping teachers develop in academic content knowledge and instructional practice (pedagogy), we seek to nurture their growth in our Maryvale Preparatory Pillars of the pursuit of excellence, edifying relationships, and collaboration, which are key attributes in their ability to serve our disadvantaged student body effectively.

Portfolios: All teachers are required to assemble a portfolio on the Athena intranet system throughout the year containing sample lesson plans, course materials, and graded student work. The Headmaster and Executive Director review these for quality and provide any needed feedback. Portfolios become part of the evaluation process. Also, portfolios are used as dynamic assessment to assure that educators understand and monitor student progress. The documents in the teaching portfolios are used to evaluate the teachers' implementation of Maryvale Preparatory's curricular philosophy and the state academic standards.

Improving Educator Effectiveness

The school uses results of the monitoring process to improve educator effectiveness through professional development. As described, Maryvale Preparatory's evaluation process is ongoing, so that identification of a teacher's areas for improvement happens quickly during the school year and is not deferred until the end of the year. If the ongoing Quality Assurance Process identifies a teacher as needing improvement, the Headmaster and the teacher agree on performance goals. The teacher then works on implementing the goals, with his or her progress being monitored by a member of the administrative team. Teachers needing improvement are given opportunities to observe master teachers at any of the Great Hearts academies, and instructional coaches, who are experienced and high-performing network faculty, are assigned to work with the teacher to help him or her achieve the improvement goals. The teacher may also be given opportunities

to participate in staff development workshops offered by the state or professional organizations. This process is more concentrated for new faculty, particularly in their first semester of employment. Student achievement data, amongst other measures, is monitoring ongoing to determine teacher's effectiveness. We have monthly meetings to review the student data with the teachers and when growth metrics are not being met. When they are not being met Maryvale Preparatory provides coaching, professional development, mentoring with veteran teachers, and strategies to address the concerns in the classroom.

In addition, the school provides regular, thoughtfully designed professional development for all faculty. For example, Maryvale Preparatory's NFT (New Faculty Training) takes the mission and vision from the idea to the classroom. Along with overviews on content, we discuss and workshop how to teach Socratically and develop a classroom culture. In addition, the New Faculty and Staff Orientation, is an opportunity for all new staff members of Great Hearts to join and orient ourselves to a common vision. Great Hearts leadership will share what we do and who we are regarding our organizational structure, the principles of our pedagogy, and expectations

All faculty members, whether they are working on specific performance goals or not, participate in at least six staff-development activities throughout the year. In addition, monthly Professional Development sessions are facilitated on a specific instructional area identified by administrative observation, teacher feedback, and student achievement data from the year prior. For example, the leadership team identified last school year that its faculty needed more training and development around differentiated instruction. This year, they have implemented a six-part training module that has included understanding the various forms of differentiation, learning & practice specific differentiation strategies, and building differentiation

strategies into lesson plans that address the needs of various subsets of students, e.g., lowest quartile of performers, highest quartile of performers, etc. and individual students.

Every Wednesday afternoon from 2:15 to 4:00 p.m. the school holds Professional Learning Community meetings where all teachers, aides, and apprentices meet for faculty development. This includes staff meetings, team meetings and seminar circles to explore and deepen knowledge of the liberal arts. Some in-services, twice a year training include studies in sciences, mathematics and fine arts. The in-services highlight the importance of the community of teachers, as well as teachers' role at Maryvale Preparatory as fellow lifelong learners. Most activities involve Socratic interchange between teachers, in keeping with the school's overall approach.

We also provide an extensive teacher training portal that provides curriculum, subject specific resources, and professional development. The following general topics are available in the GH faculty resources website.

Curriculum

The Great Hearts Philosophy: The Great Hearts Pillars and Six Loves.

Philosophy of the Disciplines: Why we teach each subject and how we approach it. Curriculum

Documents Network: Curricular defaults for Great Hearts courses including scope and sequences.

Resources

Subject Resources: Resources linked to specific subjects from Spalding to Studio Art

General Teaching Resources: Resources such as Great Hearts at Home, useful Great Hearts contact information, general culture and pedagogy resources.

Core Curriculum Documents: Core curriculum documents containing scopes and sequences.

Professional Development

Great Hearts Professional Development: Arizona and Texas events (Summit, New Faculty Orientation, workshops, etc.), Headmaster College, and MAT Program

External Professional Development: Ad Fiendum, Summer Study Funds, and more.

In summary, our rigorous student, faculty, and leadership assessment plan provide families a world class education that is exceptional within the education community. We continually strive to provide students with the best education in the world, an education that will provide a data-based standard that will ensure disadvantaged students are never left behind.

6. What process is in place or will be in place to engage leaders and instructional staff members in reflective self-assessment and school-wide assessment to identify areas for continuous improvement that aligns with the school's mission?

The results of the process are measured by objective achievement data (standardized testing and internal diagnostics), stakeholder feedback (from the Great Hearts stakeholder satisfaction surveys), observation, and the extent to which the results adhere to the organization's mission, vision, and values.

Teachers engage in an ongoing process of student academic evaluation that includes formative and summative assessment such as PSAT testing, tests, exams, essays, classroom participation and qualitative data. The administrative team monitors student attendance, discipline, retention, and extracurricular activities. The headmaster collects data to assess progress toward Maryvale Preparatory's goals and objectives every other

month and reports through the Executive Director's report to the Network School Governing Board. Also, certain data that all academies use to measure progress are published in the Great Hearts Quarterly Report, which is presented to the Network School Governing Board and Great Hearts Corporate Board and is available to the public on the Great Hearts website. Academic support staff in the lead office also provide the Headmaster with annual analyses of student achievement data obtained from the various student assessments.

The Headmaster and teachers use these data, together with performance data generated continually at the school level, to identify student learning and staff development needs throughout the year. Weekly, Maryvale Preparatory has a faculty meeting followed by grade-level team meetings to review issues and data, develop plans to address any problems, and reflect on the results of their strategies.

Assessment of Professional Development

After professional development sessions, the facilitator visits classrooms of the participants and observes their instruction to evaluate how well they are applying what they learned and identify any areas in need of improvement. If not, teachers receive additional training *and coaching* to help improve classroom instruction in the areas of weakness, coaching is provided by the leadership team.

Maryvale Preparatory conducts benchmark testing to provide more frequent evaluation of how well students are learning and of the results of professional development. By

comparing the benchmark scores of students from test to test, the school evaluates the effectiveness of the professional development and training by assessing whether students' scores are improving. If not, teachers receive additional training to help improve classroom instruction in the areas of weakness.

In summation, we continually strive for improvement daily, in all aspects of education. Accountability efforts are informed by the results of earlier efforts through reflection and assessment that are sustained and aligned with the school's mission.

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

A description of the eligible applicant's planned 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. If the applicant plans to open its school on August 1, 2019, Planning and Implementation expenditures must be identified as such in the Budget Narrative. If the applicant plans to open its school on August 1, 2020, all expenditures are Planning and need not be identified as such. *ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(V)*

General expenditure guidance (See AZCSP website for a more guidance on allowable expenditures): costs must be reasonable, necessary, and allocable to meet the objectives of the grant. Activities: Preparing teachers, school leaders, and specialized instructional support personnel, including through paying the costs associated with— (A) providing professional development; and (B) hiring and compensating, during the eligible applicant's Planning period specified in the application for subgrant funds that is required under this section, one or more of the following: (i) Teachers. (ii) School leaders. (iii) Specialized instructional support personnel. (2) Acquiring supplies, training, equipment

(including technology), and educational materials (including developing and acquiring instructional materials). (3) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction). (4) Providing one-time, startup costs associated with providing transportation to students to and from the charter school. (5) Carrying out community engagement activities, which may include paying the cost of student and staff recruitment. (6) Providing for other appropriate, non-sustained costs related to the activities described in subsection (b)(1) when such costs cannot be met from other sources. Also, salaries are covered only during the Planning period.

Maryvale Preparatory will use AZCSP grant funds for implementation of a grade 9-12 high school along with an increase in student population. Maryvale will provide students with a well-planned, academically rigorous, liberal arts curriculum and that operates with appropriate educational materials and equipment to support the educational program and curriculum. These funds will enable the school to deliver high-quality education that will develop students' academic potential and character through content-rich, rigorous curriculum, in accord with the school's program design. Funds in the first year will be used for our 9-12 students only.

- A. \$25,000 Salaries related to student recruitment
- B. \$50,000 Salaries and benefits for development and implementation of 10-12 curriculum
- C. \$36,000 for 9-12 laptops
- D. \$6,000 for projectors related to 9-12 classroom
- E. \$84,000 for 10-12 curriculum

F. \$49,000 for Art, Music, Drama, Science lab, supplies all related to 9-12 students only.

LINE ITEMS DESCRIPTION			
Function Code	Object Code	Description	Budgeted Amount
Instruction 1000			
Salaries	6100		40,000
Employee Benefits	6200		10,000
Purchased Professional Services	6300		0.00
Purchased Property Services	6400		0.00
Other Purchased Services	6500		0.00
Supplies	6600		175,000
Other Expenses	6800		0.00
Support Services 2100, 2200, 2600, 2700			
Salaries	6100		0.00
Employee Benefits	6200		0.00
Purchased Professional Services	6300		0.00
Purchased Property Services	6400		0.00
Other Purchased Services	6500		0.00
Supplies	6600		0.00
Other Expenses	6800		0.00
Support Services - Admin 2300, 2400, 2500, 2900			
Salaries	6100		25,000
Employee Benefits	6200		0.00
Purchased Professional Services	6300		0.00
Purchased Property Services	6400		0.00
Other Purchased Services	6500		0.00
Supplies	6600		0.00
Other Expenses	6800		0.00
Operation of Non-Instructional Services 3000			
Salaries	6100		0.00
Employee Benefits	6200		0.00
Purchased Professional Services	6300		0.00
Purchased Property Services	6400		0.00
Other Purchased Services	6500		0.00
Supplies	6600		0.00
Other Expenses	6800		0.00
Capital Outlay			
Capital Assets	190		0.00

Max points possible: 100 points + 5 optional preference points