

# ASU Prep South Phoenix K-8 Expansion: Project Narrative

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## Executive Summary

It is imperative for our society and economy to have educated citizens, but in the United States, we are failing to provide students the education and skills necessary to compete in a national and global workplace. Arizona and the nation must have innovative, high-performing schools with demonstrated evidence of success in increasing performance for low income, diverse students with special needs, English Language Learners, and otherwise educationally disadvantaged students. Lack of access and opportunity to a rigorous college preparatory education is a direct cause of the poor educational achievement and attainment rate in Arizona.

In 2001, The Morrison Institute at Arizona State University released *Five Shoes Waiting to Drop on Arizona's Future*, which warned that a lack of educational attainment by minority students could have severe consequences for Arizona's future. It noted that too many minority students "fail to acquire the education, training and mentoring needed to succeed in a skills-based economy."<sup>1</sup> These findings were consistent with the statistics in South Phoenix, where college-going rates hover around 39%—14% lower than the state average and 18% lower than the national average. This continued deficiency in academic achievement is attributed, in part, to a lack of adequate college preparation. In 2014, less than 40% of Hispanic and African American students met the Arizona Board of Regent's (ABOR) University eligibility standards.<sup>2</sup> Even more striking, of all Arizona 9th graders, only 17% will graduate from a 4-year institution if all trends remain constant.<sup>3</sup>

Effective college preparation experiences are critical to reversing many of the factors resulting in poor minority and low-income student academic achievement. This led ASU to

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<sup>1</sup> "Arizona Policy Choices 2001: Five Shoes Waiting to Drop on Arizona's Future." Morrison Institute for Public Policy at Arizona State University. October 2001. Page 16. Accessed via: <http://bit.ly/2RJsscB>

<sup>2</sup> "Arizona Minority Student Progress Report 2018: When the Minority Becomes the Majority." Arizona Minority Education Policy Analysis Center. 7th Ed, page 26. Accessed via: <http://bit.ly/2SPN8ws>

<sup>3</sup> ABOR 2018 College Enrollment and Completion Report. Accessed via: <http://bit.ly/2Fic0dd>

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sponsor ASU Prep, an innovative K-12 charter school model that combines university-embedded academic programs, a future-forward culture that emphasizes high expectations and exploration, and customized attention that puts the student at the center. ASU Prep’s charter school network is predicated on the tenet of the ASU Charter—to be measured by the diverse students that it includes and how well they succeed. We believe that a strong college-going community is imperative for the success of our students, our community and our state. With the significant partnership and support of ASU and other key stakeholders, ASU Prep acquired a previously underperforming charter school and reopened it as ASU Prep South Phoenix for the 2018-2019 school year. It will expand the ASU Prep South Phoenix K-8 campus, a public, open enrollment, college prep elementary school serving a high-need community, from this point forward.

### **Absolute Priorities**

*Absolute Priority 2 – Low-Income Demographic.* ASU Prep’s goal is for its students to reflect the rich diversity found in the neighborhoods surrounding their school so our students value diversity in themselves and their communities. ASU Prep South Phoenix is open to all students and aims to target enrollment efforts on students from the south region of Phoenix. According to the 2018 South Phoenix Impact Report, the Phoenix South Region’s 65,037 young children are racially and ethnically diverse and come from both traditional and non-traditional families, demographic facts that must be considered as this population is projected to increase. About 14.1% of the families in the Phoenix South Region live in a family led by single fathers, while 29.4% of the families in the Phoenix South Region are led by single mothers. Families led by a single parent are statistically much more likely to be living in poverty. For example, the poverty rate in Arizona for young children living with an unmarried woman is 54.7% compared to 36.7% for young children living with an unmarried man and 17.2% for young children living in a home headed by married couple. 10,754 young children in the Phoenix South Region are

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living with a grandparent. 77.8% of the young children in the Phoenix South Region are of Hispanic/ Latino descent. 21.3% of the individuals residing in the Phoenix South Region are not citizens of the United States, and 49.3% of all young children in the region reside with at least one foreign born parent. 52.2% of the residents of the Phoenix South Region speak Spanish at home, exceeding the 44.0% that speak English.<sup>4</sup>

Many families in the Phoenix South Region face economic hardship and rely on various programs to make ends meet. 45.9% of the children under six years of age in the Phoenix South Region – totaling 27,695 kids – live below the federal poverty level (FPL). Many of these families need financial assistance in meeting their basic needs, such as paying for child care, accessing medical and dental care, and purchasing food. Additionally, 84.0% of students in schools in the Phoenix South Region are eligible for the free and reduced lunch program. The State’s cash assistance program, which is funded using Temporary Assistance for Needy Families (TANF) grant dollars, is intended to assist very low-income families in meeting other needs, such as the housing and clothing costs, but due to eligibility restrictions, only 2,973 young children in the Phoenix South Region were enrolled in the program in 2015. Housing is a significant issue for a number of residents in the Phoenix South Region. Compared to the state overall, individuals in the region are less likely to own their home (47% compared to 63%) and somewhat more likely to spend at least 30% of their income on housing (44% compared to 35%). These are both factors likely to result in a more transient population. 1,344 young children across the City of Phoenix overall received shelter or housing services due to homelessness in 2015. The 2016 Phoenix South Parenting Survey illustrates that families with young children in the Phoenix South Region struggle to make ends meet experience a variety of stressors. For

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<sup>4</sup> PHOENIX SOUTH REGIONAL PARTNERSHIP COUNCIL 2018 NEEDS AND ASSETS REPORT Prepared by Burns & Associates, Inc. Funded by First Things First Phoenix South Regional Partnership Council.

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example, 46% reported concerns about paying the mortgage, rent, or other bills and 36% reported that they sometimes worried about running out of food before being able to purchase more.<sup>5</sup> Like the neighborhood elementary school district, the ASU Prep South Phoenix campus, which opened Fall 2018, has the highest percentage of free and reduced lunch students with almost 100% meeting the eligibility threshold and is incredibly diverse on multiple indicators. See Tables A and B.

**Table A**

<b>ASU Prep South Phoenix VS Roosevelt Elementary School District (RES D) 2017-18 Enrollment Breakdown<sup>6</sup></b>		
	<b>ASU Prep South Phoenix K-8</b>	<b>RES D</b>
Enrollment PreK-8	370	9,599
Languages Spoken	5	29
Native American Tribes	2	22
Free & Reduced	98%	87% <sup>7</sup>
Gifted	n/a	5.1%
Special Needs (PreK-8)	10.81%	13.8%
English Language Learners (ELL)	34.8%	19%
Homeless	0.3%	4%

### **Competitive Priorities**

*Competitive Preference Priority 1 – Promoting Diversity.* ASU Prep is an innovative K-12 charter school where teachers, students and families share the same goal – college graduation. Our mission is to provide premium environments for learning, helping all students become

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<sup>5</sup> PHOENIX SOUTH REGIONAL PARTNERSHIP COUNCIL 2018 NEEDS AND ASSETS REPORT Prepared by Burns & Associates, Inc. Funded by First Things First Phoenix South Regional Partnership Council.

<sup>6</sup> Email on Monday, January 7, 2019, from Diana Bejarano, Executive Director of Community Engagement, Roosevelt Elementary School District, [REDACTED]

<sup>7</sup> “Percentage of children approved for free or reduced-price lunches for School Year 2017.” AZ Department of Education. Accessed via <http://bit.ly/2Cawsch>.

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innovative leaders and problem solvers who are prepared for success in college and their preferred careers. In taking fundamental responsibility for the communities we serve, ASU Prep has always had an intentional focus on recruiting students from racially and socially economically diverse backgrounds and maintaining racially and socially economically diverse student bodies. It is a reflection of our core mission and representative of the community surrounding the school.

We believe all students can achieve at the highest levels, regardless of socioeconomic status and background and has a proven track record of producing optimal educational outcomes for a diverse student body. We are committed to replicating and expanding these same beliefs and methods as we continue to serve a diverse student body while never discriminating on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, of its students, staff, in any of its activities, or operations. ASU Prep's Downtown Phoenix campus is the closest demographically to ASU Prep South Phoenix and reported over 80% of its students being non-white majority as of the 2017-2018 school year, with the majority being Hispanic, in addition to 23% ELL, 12% SPED and free and almost 70% free and reduced lunch populations for grades K-8. ASU Prep South Phoenix will only increase and enhance the diversity of the network's student community by intentionally focusing on the South Phoenix neighborhood for increasing enrollment. See Tables A and B.

**Table B**

<b>ASU Prep South Phoenix vs. Roosevelt Elementary School District 2017-18 Enrollment<sup>8</sup></b>								
Ethnicity (PK-8)	Hispanic	2+	Asian	Black	Amer Ind	Nat Haw	White	Other
ASU Prep South Phoenix	87.21%	1.57%	0.0%	7.83%	1.57%	0.26%	1.57%	0.0%
Roosevelt Elementary School District (RES D)	80.3%	1.2%	0.8%	13.0%	1.6%	0.1%	3.0%	0.0%

*Competitive Preference Priority 2 – Reopening Academically Poor-performing Public Schools as Charter Schools.* The ASU Prep South Phoenix site was previously the Phoenix Collegiate Academy charter school, an academically poor-performing public school. We are currently in the process of reopening ASU Prep South Phoenix and have rebranded and reestablished the site while actively building the program in real-time to produce improved educational results for students. The grant funds, if awarded, will ensure we can fully reopen and replicate the success we have shown in turning around other schools. This grant program will help us improve academic achievement and expand the number of students and families benefiting from a quality education. ASU Prep has already shown an ability to turnaround a failing school in its history with ASU Prep Phoenix Elementary and Middle Schools serving K-8. ASU Prep inherited a failing middle urban school in the Phoenix Elementary School District in 2009. In 2010, the work to turnaround the school began, which included reopening with grades K-8, rebranding, and redesigning the mission of the school to transform educational outcomes for students. ASU Prep transformed the “turnaround” school in just two years by advancing a new mission, a new curriculum, making staffing adjustments (70% turnover in the first year), and conducting a series of candid conversations with stakeholders, including parents. In the three

<sup>8</sup> Email on Monday, January 7, 2019, from Diana Bejarano, Executive Director of Community Engagement, Roosevelt Elementary School District, [REDACTED]

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years following ASU Prep’s assumption of the school’s operations, the school’s Arizona state rating went from what had been a “D” grade under the Phoenix Elementary School District, to an “A.” ASU Prep Phoenix High School, which ASU Prep created in 2010-11 grade level by grade level, and which is located on the same campus as its Phoenix Elementary and Phoenix Middle schools, earned an “A” state grade.<sup>9</sup>

In its most recent letter grades, Arizona marked the Phoenix Collegiate Academy Elementary School, which served grades K-4 until last year, as a D-rated school. Prior test results for Phoenix Collegiate Academy Middle School from the 2017 state assessment, which served grades 5-8 until last year, showed low proficiency, earning an “F” grade which required the state to identify it for school improvement in 2018. The reconstituted ASU Prep South Phoenix campus, serving grades K-7 this year and K-8 through this expansion proposal, will serve significantly more students in grades K-8. It will also be an opportunity for ASU Prep to again show an ability to turnaround a school with low achievement results. The result of the expansion will be to increase student performance beyond state proficiency averages.

The chart below demonstrates the need to improve academic performance across grades K-8. Refer to Appendix I for detailed Phoenix Collegiate Academy 2018 assessment results.

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<sup>9</sup>“Historical,” Accountability & Research, Arizona Department of Education, Accessed via: <http://bit.ly/2VEkxFe>



**Table C**

<b>Phoenix Collegiate Academy VS State of Arizona<sup>10</sup> AzMERIT Percent Proficient   Grades 3-8 aggregated results</b>				
<b>Year</b>	<b>PCA, % Proficient ELA</b>	<b>AZ, % Proficient ELA</b>	<b>PCA, % Proficient Math</b>	<b>AZ, % Proficient Math</b>
2015	19	36	16	36
2016	20	41	27	39
2017	19	42	15	41
2018	26	44	28	43

*Competitive Preference Priority 4 – Replicating or Expanding High-quality Charter Schools to Serve Native American Students.* Currently ASU Prep South Phoenix has 1.3% of its student population identifying as Native American. These students were largely inherited from the prior underperforming charter school it acquired, and there exists tremendous opportunity to serve more students with an improved educational program through our collaborative work with ASU’s Assistant Vice President (AVP) of Tribal Relations, out of the office of Government and Community Relations. (see letter of support, **Appendix C**). South Phoenix serves the Gila River Indian Community (GRIC) in multiple GRIC districts (up to 7) as well as the Pascua Yaqui reservation in the Town of Guadalupe, which is adjacent to South Phoenix. As a network, ASU Prep currently serves 6% with the majority at the ASU Prep Tempe site, which currently serves 13% Native American students, most of them being from the Pascua Yaqui tribe. We have experience working with a number of tribal leaders and can leverage ASU’s relationships as well

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<sup>10</sup> “Assessment Results,” Accountability & Research, Arizona Department of Education, Accessed via: <http://bit.ly/2VEkxfl>

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to assist with these efforts. Additionally, ASU Prep is creating a consultative body of advisors which will include ASU's AVP of Tribal Relations.

### Selection Criteria

#### **(a) Quality of the eligible applicant (45 points)**

**(i) The extent to which the academic achievement results (including annual student performance on statewide assessments and annual student attendance and retention rates and, where applicable and available, student academic growth, high school graduation rates, college attendance rates, and college persistence rates) for educationally disadvantaged students served by the charter schools operated or managed by the applicant have exceeded the average academic achievement results for the student served by other public schools in the state. (15 points)**

ASU Prep South Phoenix is a newly acquired site for ASU Prep, having opened in Fall 2018. It was previously recognized as Phoenix Collegiate Academy (PCA), an underperforming charter school. Because ASU Prep South Phoenix is in its first year of operation, we do not yet have achievement results for the year and are therefore, sharing results for ASU Prep Phoenix K-4 and ASU Prep Phoenix 5-8, which is similar in demographics and reflects student performances within a majority of the subgroup higher than the state. ASU Prep Phoenix Elementary and Middle School were as included in the A-F State Accountability model for growth by having enough qualifying data points. Growth is determined by how individual students perform compared to their previous scoring history and if they are on target to continuously improve or stay within the highest rankings of proficiency. ASU Prep Phoenix Elementary's growth score for 2018 reports 37.63 out of 50. ASU Prep Phoenix Middle School's growth score reports 46 out of 50.

Academic achievement for ASU Prep Phoenix Elementary and Middle Schools is outlined below. Academic achievement information for additional schools operated by ASU Preparatory Academy is available in **Appendix G**.

**Table D**

<b>School Letter Grade Comparison<sup>11</sup></b>						
	<b>ASU Prep Phoenix Elem</b>	<b>ASU Prep Phoenix Middle</b>	<b>ASU Prep Poly Elem</b>	<b>ASU Prep Poly Middle</b>	<b>CJ Jorgensen School (RES D)</b>	<b>Dunbar School (PESD)</b>
Letter Grade	B	B	A	B	D	C
Growth Points (of 50 possible)	37.63	46.1	46.89	35.01	26.07	31.68
School % of Total Points Earned	76.51%	80.55%	91.49%	84.30%	49.56%	61.90%

**Table E**

<b>ASU Prep Academy Schools, Comparative Schools, and State of Arizona AzMERIT 2018 Percent Proficient<sup>12</sup></b>		
<b>School</b>	<b>% Proficient ELA</b>	<b>% Proficient Math</b>
ASU Prep Phoenix Elementary (K-4)	45	43
ASU Prep Phoenix Middle (5-8)	41	33
ASU Prep Polytechnic Elementary (K-4)	74	78
ASU Prep Polytechnic Middle (5-8)	72	63
CJ Jorgensen School (K-8, Roosevelt Elementary District)	12	17
Dunbar School (K-8, Phoenix Elementary District)	21	20
State of Arizona, grades 3 - 8	44	43

<sup>11</sup> “2017-2018 A-F School Letter Grades”, A-F Letter Grades, Arizona State Board of Education, Accessed via: <https://azsbe.az.gov/f-school-letter-grades>

<sup>12</sup> “Assessment Results”, Accountability & Research, Arizona Department of Education, Accessed via: <http://www.azed.gov/accountability-research/data/>

**Table F**

<b>Attendance, Retention, and Graduation Information</b>				
	FY18 Attendance Rate	FY18 Retention Rate	FY18 4-yr Graduation Rate	FY18 5-Year Graduation Rate
ASU Prep Phoenix Elementary	96%	86.2%	n/a	n/a
ASU Prep Phoenix Middle	97%	90.2%	n/a	n/a
ASU Prep Phoenix High	95%	85.9%	98.9%	100%
ASU Prep Poly Elementary	97%	92.7%	n/a	n/a
ASU Prep Poly Middle	97%	93.3%	n/a	n/a
ASU Prep Poly High	97%	84.9%	98.2%	100%
ASU Prep Tempe High	99%	70.6%	n/a	n/a
ASU Prep Casa Grande High	95%	52.1%	95.5%	100%

**(ii) Closure, revocation, or termination of the Charter (15 points)**

ASU Prep has never had a charter revoked due to non-compliance with statutory or regulatory requirements, or for any other reason whatsoever.

The sponsoring entity of ASU Prep charter schools is Arizona State University and is responsible for outcomes produced, including academic, financial and operations. ASU requires ASU Prep to provide academic, financial and other data that it then submits as its “Performance Evaluation Framework” to the state Auditor General on an annual basis every October (see

**Appendix I).** The ASU Prep Board of Directors also provide information and expert advice about school planning and implementation that impact timelines, deliverables and resources.

While no charter has been revoked or school closed within our network, ASU Prep has a notable record for successfully “turning around” what was previously a failing middle school operated by the Phoenix Elementary School District. See *Competitive Preference Priority 2*. We were able to take a school from near closing to a top performer giving us the experience necessary to ensure success of similar schools. Several ASU Prep charter schools have received positive accolades and noteworthy recognitions for the best charter school in the state and the top performing charter school on the state assessment.

**(iii) Financial, Operational, Safety Issues that could lead to charter revocation (15 points)**

ASU Prep has not operated or managed any schools with financial, operational management or student safety issues. There have been no problems with statutory or regulatory compliance that could lead to revocation of the school’s charter. Arizona’s charter school laws require ASU, as sponsor, to consider a charter operator’s academic performance, based on the performance of its operated charter schools, as one of the most important factors when considering charter renewal or revocation decisions. ASU endeavors to maintain an efficient regulatory environment that holds the charter operator accountability to the highest expectations for student achievement and operational integrity, while respecting the charter holder’s autonomy and freedom to deliver on its core learning philosophy. ASU provides oversight pursuant to all statutory requirements.

**(b) significance of contribution and assisting educationally disadvantaged students (30 points)**

**(i) the extent to which charter schools currently operated or managed by the applicant serve educationally disadvantaged students, particularly students with disabilities and English Learners, at rates comparable to surrounding public schools or, in the case of virtual charter schools, at rates comparable to public schools in the state (15 points)**

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ASU Prep currently operates 12 schools on five brick and mortar campuses and one digital campus (ASU Prep Digital). ASU Prep South Phoenix will build upon the successes of ASU Prep’s two elementary schools that have been in operation since 2009 and 2008 respectively (Phoenix Elementary and Poly Elementary). In 2018, the Arizona Charter Schools Association honored ASU Prep Poly Elementary as the 2018 Public Charter School of the Year. In 2017, the school tied for the #1 spot in Arizona school ratings, based on the final letter grades and scores released by the Arizona Department of Education. Both the ASU Prep Poly Elementary and Phoenix Elementary schools have objective achievement data (ADE issued school letter grades) showing growth and proficiency for students of different income and ethnicity/race backgrounds when compared to other schools.

**Table G**

<b>ASU Preparatory Academy Demographics VS AZ Averages   Current Enrollment</b>				
	<b>ASU Preparatory Academy – All Schools</b>	<b>ASU Preparatory Academy – Phoenix &amp; South Phoenix Schools</b>	<b>Roosevelt Elementary School District (RESD)<sup>13</sup></b>	<b>AZ State Average</b>
Students with Disabilities	12%	13%	13.8%	11.8% <sup>14</sup>
English Learners	6%	11%	19%	13.3% <sup>15</sup>
Economically Disadvantaged	54%	79%	87%	57% <sup>16</sup>

<sup>13</sup> Email on Monday, January 7, 2019, from Diana Bejarano, Executive Director of Community Engagement, Roosevelt Elementary School District, [REDACTED]

<sup>14</sup> “Percent Children With Disabilities.” Ed Data Express. US Dept of Education. Accessed via: <http://bit.ly/2ABZ2TQ>.

<sup>15</sup> “Financing Arizona’s English Language Learner Programs.” AZ Office of the Auditor General. Accessed via: <http://bit.ly/2QxGEAq>.

<sup>16</sup> “Percentage of children approved for free or reduced-price lunches for School Year 2017.” AZ Department of Education. Accessed via: <http://bit.ly/2Cawsch>

**(ii) Recruitment and Enrollment of Educationally Disadvantaged Students the quality of the plan to ensure that the charter schools the applicant proposes to replicate or expand will recruit, enroll, and effectively serve educationally disadvantaged students, particularly students with disabilities and English learners (15 points)**

ASU Prep South Phoenix (K-8) is located in the heart of South Phoenix. Expansion efforts include recruiting heavily from neighborhoods surrounding our school site, which are predominantly low-income, minority families (62% Hispanic, 17% White, 15% Black, 6% Mixed/Other). We utilize a bilingual Recruitment Coordinator who grew up in the area to host open houses and attend local community events that attract families in our age demographic. Our Recruitment Coordinator also showcases our school via enrollment tabling where parents are likely to bring their children, such as at the local library and grocery stores. The Recruitment Coordinator also meets with feeder preschools and community organizations, such as the Salvation Army, for outreach partnerships. Additional recruiting efforts target all families with young school-age children via television, radio, web, print advertisements and media buys. Future recruitment efforts include expansion efforts to the Gila River Indian Community and Pascua Yaqui tribe, in cooperation with outreach efforts by the Arizona State University Office of American Indian Initiatives.

Our school serves English learners at all levels with bilingual staff, and programs to assess progress and attainment. Currently, approximately 53% of our students speak or are exposed to a language other than English at home. While more than half of those students have demonstrated proficiency in English, 20% of our students are English learners receiving services from school personnel. We partner with the ASU iTeach ELL program to better serve our English learners and build educator capacity. We work with Arizona State University's American Dream Academy to provide parents, students and school staff with bilingual training on how to have successful academic careers and prepare students for university. In addition,

while it is our belief that most Special Education needs can be met by the inclusion of the student in the general education classroom, students are provided appropriate instruction as determined by their Individualized Education Program (IEP) Team. All services at ASU Preparatory Academy are provided in accordance with the Individuals with Disabilities Education Act (IDEA). Approximately 12% of ASU Prep students, on average, are SPED students. We are committed to fostering a culture of student and family success.

**(c) quality of the evaluation plan for the proposed project (10 points) the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the proposed project, as described in the applicants logic model, and that will produce quantitative and qualitative data by the end of the grant period.**

The project will undergo an extensive data collection and evaluation process throughout the life of the grant culminating in achieved objectives by the end of the grant cycle in year three. The director will ensure the project completes grant objectives, performance measures, critical elements of the management plan, and compliance with the legislative intent on both qualitative and quantitative levels. This data is also used to influence ongoing grant management by measuring three major aspects: 1. progress in fulfilling each program objective; 2. effectiveness in delivering program activities and; 3. fulling project reporting requirements including the mandated reports to the U.S. Education Department. The data collection system yields weekly trends, monthly summaries and quarterly reviews of progress.

**Project Evaluation:** The Project Director conducts staff meetings twice a month to discuss project activities/services, participant progress, and expenditures. Benchmarks are established for each grade level and project staff review progress for meeting these marks. On a monthly basis, the staff meets to discuss project results, strengths, weaknesses, and possible corrective actions to be taken. Student academic records, the number and type of activities conducted, participation level in extracurriculars, student demographics, and project expenditures



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are all quantifiable data that will be monitored in order to measure effectiveness of the project activities and services.

The project has a plan that is specific and measures the success in which the project is making progress toward meeting grant objectives and performance measures.

**Objectives:** Tables below depict the specific and measurable ways the grant objectives are assessed using qualitative and quantitative data to methodologies. Baseline data is shown, where available. As the current school year is the inaugural year for ASU Prep South Phoenix, baseline data is not available for all objectives. All data will be entered into the student database for tracking, reporting, and generating an APR. The data will be tracked by quarter, semester, and annually to ensure the evaluation plan carries out both formative and summative evaluations plans. This allows for the program to create corrective actions to ensure it is on track with meeting its objectives (formative) and is able to comply with annual reports and ensure progress each year toward the goal of the three-year grant (summative).

<b>Objective 1: Parent Engagement</b>			
<u>95%</u> of parents will be engaged in at least three activities throughout the year.			
<b>Performance Measures</b>			
<b>Qualitative Measures</b>	<b>Quantitative Measures</b>	<b>Data Generated</b>	<b>Personnel</b>
Provide an overall needs assessment of each family annually.	Track number of events attended each quarter.	Midterm and semester reports in school database system.	Director and Network Staff
<b>Baseline Data:</b> Baseline data not available.			

<b>Objective 2: Academic Improvement on Standardized Tests</b>			
5%+ <b>growth</b> for students above the average rate of comparable schools each year.			
<b>Performance Measures and Baseline Data</b>			
<b>Qualitative Measures</b>	<b>Quantitative Measures</b>	<b>Data Generated</b>	<b>Personnel</b>
Overall academic needs assessment of each student. Individual Learning Plan (ILP) addresses student needs.	Scores from state assessments, scores from school benchmark assessments, grade reports by subject, progress toward individual learning goals.	Annual State test scores in database reviewed for proficiency level and analyzed for specific weaknesses. Scores for four school benchmarks per year.	Director and Network Staff
<b>Baseline Data:</b> In Spring 2018, 26% of Phoenix Collegiate Academy students were proficient in ELA, grades 3 - 8, and 28% of PCA students were proficient in Math, grades 3-8 on AzMERIT.			

<b>Objective 3: Persistence and Retention</b>			
90% of students will persist until the end of the year and 95% will re-enroll the following year.			
<b>Performance Measures</b>			
<b>Qualitative Measures</b>	<b>Quantitative Measures</b>	<b>Data Generated</b>	<b>Personnel</b>
Academic/personal advising activities documented and student achievement and progress will be tracked.	School and student attendance and enrollment records, midterm and semester grade reports, yearly transcripts, and parent involvement metrics.	Quarter, semester, and annual grades, courses completed, final transcripts, attendance records.	Director and Network Staff
<b>Baseline Data:</b> Baseline data not available.			

<b>Objective 4: Teacher and Leader Retention</b>			
85% of teachers and leaders who are high performing and highly effective will be retained each year.			
<b>Performance Measures and Baseline Data</b>			
<b>Qualitative Measures</b>	<b>Quantitative Measures</b>	<b>Data Generated</b>	<b>Personnel</b>
Implementation of cluster meetings and mentor program, follow up on structured protocols. Participation in professional development.	Frequency of walkthroughs and evaluations.	Number and percent who score “proficient” or “mastery” on evaluations.	Director and Network Staff
<b>Baseline Data:</b> Teacher and leader retention for Phoenix Collegiate Academy from FY 2018 to FY 2019 was 45%.			

An evaluator will conduct a thorough and timely evaluation process. The evaluators selected, Creative Solutions for Education Partners, has over twenty years of extensive experience specializing in federal grant compliance, formative and summative evaluation methods, and program improvement. This will allow the program to focus on implementation while looking for continual improvement on pace to meeting objectives the end of the grant cycle. The evaluator will work with the program director at the beginning of the grant to ensure current data systems can support the tracking of progress of each objective and performance measure.

**(d) Quality of management plan and Personnel (15 points)**

- (i) the ability of the applicant to sustain the operation of the replicated or expanded Charter Schools after the grant has ended as demonstrated by the multi-year financial and operating model required under Section 4305(b)(3)(B)(iii) of the ESEA (5 points)**

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ASU Prep has a history of expanding and replicating since it first opened over 10 years ago. Throughout that history, ASU Prep has been the recipient of multiple philanthropic and competitive grant awards which helped launch start up efforts. If awarded, ASU Prep expects to use the funds for one-time or temporary expenses that will help accelerate and support student achievement, including but not limited to interventions, academic coaches, safety improvements, marketing, equipment, etc. The expectation is that by the end of the grant, the school will be at capacity and the student population will be better performing academically, using more real-time interventions during the course of the normal school day.

As a prior recipient of the Investing in Innovation (i3) federal grant which just ended in 2018, ASU Prep demonstrated that it can sustain and operate after a grant award has expired. The objective of that grant was to increase technology integration and STEM utility throughout its campuses. One example of achieving this objective was the successful transition from having a previously grant-funded Integration Technology Specialist to having those functions exist within teaching faculty who have technology proficiency and acumen to support their colleagues. ASU Prep has significant infrastructure capacity, creativity and autonomy to be creative and ensure the operating model will last well beyond the grant. Additionally, enrollment capacity will grow, increasing state revenues to support efforts that would be funded by the CSP grant during the start-up and growth phases. At fully realized capacity, we can sustain these efforts.

ASU Prep has established a robust fiscal management plan which will continue throughout and after the completion of the grant. This includes an annual comprehensive budget cycle, periodic strategic long range plan, monthly financial reporting, maintaining an effective environment of internal controls and relevant financial policies and procedures. ASU Prep has invested in fiscal year 2019 to upgrade key tools and technology including new Human Capital, Financial Management and Student Information Systems. We will continue to retain and hire

**ASU Prep South Phoenix K-8 Expansion and Turnaround**

qualified personnel in key positions as well as maintaining a culture of continuous improvement and process excellence.

**(ii) Management Plan (5 points)**

<b>Spring</b>	<b>Summer</b>	<b>Fall</b>
School completes Comprehensive Needs Assessment	Grant revisions	Student enrollment analysis
Student recruitment	Student recruitment	Student recruitment
Complete student enrollment process	Summer programs based on student needs	Review Student:Staff ratios
Enrollment and staffing data analysis	Student assessment data analysis	Entitlement grant review
FTE staffing report to Director of Learning	Weekly Student enrollment analysis	Submission of grant revisions
Complete Integrative Action Plan and School Improvement Plan	New Staff training	Meet with ASU AVP of Tribal Relations
Contracts issued electronically and collected on due date	Initiative and system training	Submit annual performance evaluations to ADE
Budget site meeting	Need-based Summer programs /interventions	Third-party program evaluations
Review grant submissions	Facility improvements	Staff Culture surveys
Non-labor department requests due	Meet with ASU AVP of Tribal Relations	Alignment of staff evaluation process and expectations
Non-contracted employee and 3rd Party program evaluations due	Third party system and program evaluation analysis and planning	Goal setting and strategic planning alignment with departments and network

**ASU Prep South Phoenix K-8 Expansion and Turnaround**

Title and IDEA grants due		Network succession planning
Non-contracted employee letters of intent issued & due on deadline		ADE submission for Appropriately Certified staff (formerly known as Highly Qualified)
Open enrollment for health benefits		
Renewed contract issued electronically		
Grant revisions		
Facility assessments and planning		
Meet with ASU AVP of Tribal Relations		

**Plan for Data Analysis and Action Planning:**

Plan, Implement and Track Assessments

Pre-assessments, including Arizona State grade appropriate standards in the areas of ELA, Math, and Science, will provide individual student achievement data to incorporate within individual student learning profiles.

Learning Portfolios will follow each student throughout the school years until graduation. Each student will be active participants in creating their learning profiles. Every student will be asked to reflect upon identified assignments/tests and document how, why, and when the student learns best. Additionally each student will determine how to respond when learning is difficult. Each student will experience a school culture that fosters growth mindsets, where students expect to learn, not quit, if performances are low.

The Learning Portfolios will house pre-assessments and quarterly benchmark assessments during the school year. Quarterly benchmarks (Network Common Formative

## ASU Prep South Phoenix K-8 Expansion and Turnaround

Assessments) will consist of grade appropriate skill level assessments. Questions will be generated from a reliable and valid test bank (Key Data Systems' Inspect Item Bank). The data will be used by instructors to plan instruction for each student's personalized learning path. Students will experience blended instruction, digital learning, collaborative learning, individualized learning, and project-based learning. All students will be exposed to and engaged in rigorous and relevant curriculum that is guaranteed to prepare students for graduation, college and careers desired.

Student Learning Portfolios will be updated and shared with parents during quarterly Individualized Learning Plan meetings. Parents will participate in student-driven learning plan updates provided by their student.

Teachers receive professional learning that focuses on creating and using rubrics to evaluate student work and assess improvement, rather than completion. Timely interventions will be included. Tier 1 interventions include daily best practice, planning specific strands/standards to teach. Check for understanding of weekly learning targets are regular daily teaching requirements. Tier 2 interventions will occur if students are falling below formative classroom assessments, identified by the teacher. Tier 3 interventions are systematically used when and if students are falling extensively behind and Tier 1 or Tier 2 are not enough to move learning forward or produce growth. Examples of Tier 3 include required interventions for students who are identified as Minimally Proficient and do not experience growth. These students may be referred for Student Study Team and assessed for Special Education services. Additionally, referred Tier 3 students may not experience growth in Network Common Formative Benchmark Assessments.

Students are expected to achieve highly/proficient (mastery) 85-90% on teacher made common formative assessments and ASU Prep Network Quarterly Benchmark assessments. If

## ASU Prep South Phoenix K-8 Expansion and Turnaround

performances do not meet mastery, the teacher will determine along with the student areas in need of intervention (fostering a growth mindset attitude). Tier 1 or 2 Interventions will be provided in a timely manner using technology, 1:1 instruction, or group work. Lessons will scaffold to include past learning targets and new learning targets to ensure retention of what is learned. Depth of knowledge, DOK 1-4 will be used by teachers to ensure each child is appropriately challenged and experiencing success when learning.

The Arizona State Standards will be used within Network-developed curriculum maps and monitored individually through Personalized Competency/Mastery Based Grading. When students achieve mastery, they will continue to appropriate next levels of learning, accessing skill-appropriate curriculum when each student has exhibited readiness, as identified by student performance indicators and growth. All student performance data and student reflection data will be documented in the student's Personal Learning Profile, but also within the Network's Student Information System.

Blended learning will increase personalized learning. Blended learning includes whole teaching, instructional software and teacher-made lessons housed in a Learning Management System. Teachers will use curriculum maps for lesson planning and for determining learning targets for ELA, Math, Science strands/standards, as well as other standards identified by the Arizona State Department of Education.

Lessons will include strategies to increase skills required to learn and measured on the Arizona's Measurement of Educational Readiness to Inform Teaching (AzMERIT) state assessment. Lessons will include simulated test questions and techniques found in the assessment.



## ASU Prep South Phoenix K-8 Expansion and Turnaround

Other assessments used to determine abilities, determine growth and determine student achievement include: DIBELS, Cambridge Assessments, NWEA Map assessments, ALEKS, and Dreambox.

Teachers will receive targeted professional learning to assist them in selecting assessment questions from the Network's test bank link found in the Learning Management System, that closely mirror those being asked on the state assessments. Questions are similar to AZ State Assessment questions and will be used to create formative assessments after group instruction. The student data will be used to create learning targets for Individualized Learning Plans based upon test results. As mastery is achieved, students will continue through lessons that progress through standards that have been sequenced for each course curriculum map.

### School Administration and Support Staff

All principals will meet as a professional learning community bi-weekly, along with the Chief Operations Officer, to increase leadership capacity, collaborate with other principals, review student performance data, and participate in leadership book reviews including research-based best practices. The Assessment Coordinator, Director of Research and Assessment, Director of Secondary and Elementary Learning will analyze data and prepare reports for the principals to use to update site Strategic Plan goals and objectives. Following Network quarterly Benchmarks, the Assessment team will analyze data compared to curriculum maps, SMART goals created by each School Improvement team, and state accountability measures to determine progress toward goals, including growth in student performances for ELA, Math, Science, Social Studies and all other discipline standards as prescribed by the Arizona State Department of Education. Teachers will also be trained to make strategic, data-driven decisions.

Support staff include special education teachers and assistants as determined by Individualized Education Plans. Special area teachers align with the core teachers to provide a

well-rounded, rigorous education for all students. These specials/elective classes include: music, art, and physical education.

**(iii) Qualifications of key project Personnel (5 points)**

ASU Prep recognizes that its leadership, which consists of a combined 100+ years of experience, will realize quality growth and expansion which produces academic success for educationally disadvantaged students. The ASU Prep leadership team has led efforts to design, implement, and continually innovate its future-forward program. ASU Prep was launched when it assumed the operations of an elementary school in an urban, downtown Phoenix neighborhood that had been classified by the Arizona Department of Education as a “perpetually failing” school for its history of poor student academic performance. At its launch, ASU Prep enrolled a largely low-income, Hispanic student population. By focusing on working within and not outside of the community, the school increased its state rating from a “D” grade to a “B” grade. In 2012, its high school earned an “A” state grade, -surpassing the state average on the state assessment, and far surpassing performance averages for schools with comparable student demographics.

ASU Prep’s Chief Executive Officer is Beatriz Rendón. The ASU Prep leadership team includes Dr. Anna Battle, Chief Operations Officer; Steve Benton, Chief Financial Officer; Corey Woods, Chief of Staff; Pilar Holtrop, Chief Talent Officer; and Dr. Karen Grose, the Director of Elementary Learning for ASU Prep South Phoenix. These leaders are highly collaborative, motivated and possess the qualifications and professional experience necessary to achieve the grant objectives, as illustrated in their resumes. See **Appendix B**.

**Beatriz Rendón, ASU Prep, Chief Executive Officer.** Ms. Rendón has a track record of leading ASU Prep to successfully improve scores for struggling student populations and increasing scores for advanced students. She has more than 20 years of experience working in public education to lead, develop and administer innovative programs and initiatives, serving in

## ASU Prep South Phoenix K-8 Expansion and Turnaround

the Chicago Public Schools, Tucson Unified School District and now at ASU Prep. Under Rendón's leadership, the ASU Prep charter network has grown to serve more than 3,000 students across full-immersion sites and now digital sites, serving grades K-12. Academic growth for educationally disadvantaged students enrolled at ASU Prep has increased significantly under her leadership. She is a Pahara Aspen Institute Fellow and an appointed Commissioner for the President's Advisory Commission for Educational Excellence for Hispanics. In addition to her role with ASU Prep, she also has a dual appointment as Vice President of Educational Outreach at Arizona State University.

**Dr. Anna Battle, ASU Prep, Chief Operations Officer.** Dr. Battle is an award-winning teacher, high school principal and school district administrator. Prior to joining ASU Prep, she served at the Tempe Union High School District, where she oversaw Tempe Union's student affairs, athletics and activities, safety, transportation, maintenance and operations, and sustainability.

**Steven Benton, ASU Prep, Chief Financial Officer.** Mr. Benton has more than 20 years of experience in various finance and accounting roles covering a range of industries including business process outsourcing (BPO), aerospace and defense, semiconductor and automotive. Over his career, he has led multinational teams in delivering finance and accounting services and business process transformation to Fortune 500 clients. Mr. Benton holds a Bachelor's degree in Accounting & Finance from the University of Arizona.

**Corey Woods, ASU Prep, Chief of Staff.** As a former City of Tempe Council Member, Mr. Woods has many years of experience building relationships with stakeholders to achieve common goals. He is responsible for orchestrating network-wide projects to improve efficiency and success, providing oversight of facilities to ensure good repair, and building partnerships in the community and awareness of ASU Prep's commitment to K-20 in the community.

**Pilar Holtrop, ASU Prep, Chief Talent Officer.** Ms. Holtrop provides leadership over all Human Capital activities and systems, with particular focus and attention on recruiting and retaining the best and brightest faculty and staff for ASU Prep. She has substantial experience in K-12, serving as a highly effective teacher and administrator. Her higher education experience spans more than eight years, having worked at ASU for the Mary Lou Fulton Teachers College supporting 13 districts across Arizona in attracting, developing, supporting and retaining high-quality human capital in order to raise achievement levels for all students, prior to joining ASU Prep.

**Dr. Karen Grose, Director of Elementary Learning, ASU Prep South Phoenix.** Dr. Grose is an experienced educator highly skilled in educational leadership, innovation, curriculum, instruction and assessment, counseling and human services. Dr. Grose joined ASU Prep South Phoenix after six years with the Littleton Elementary School District, most recently serving as the Principal of Tres Rios Service Academy where she increased the state letter grade rating from a “D” to a “B” over 4 years. Prior to being in Littleton she was a Project Director for the Arizona K12 Center at Northern Arizona University where she oversaw a statewide Mentoring and Induction Program for Mentors and Beginning Teachers. Karen has been an Instructional Coach, Assistant Principal and a Master Teacher and is a Nationally Board Certified Teacher. She completed her Educational Leadership coursework at Northern Arizona University and earned her Doctorate in Educational Leadership at the University of the Cumberlands.

## Application Requirements

### About ASU Preparatory Academy

ASU Preparatory Academy (ASU Prep) is an innovative network of open enrollment, college prep charter schools sponsored by Arizona State University (ASU). ASU Prep brings high-quality educational instruction to diverse student groups, including low-income, high-need, ethnically and racially diverse populations in Arizona. ASU is a critical partner to ensuring that students realize a fully integrated K-20 educational experience. ASU and ASU Prep measure our success not by whom we exclude, but rather by whom we include and how they succeed.

#### **(a) Describe the applicant’s objectives in running a quality charter school program and how the program will be carried out (Objective, Program, Disadvantaged Students and Special Needs, and Transportation)**

##### Objective

The objective in expanding ASU Prep South Phoenix K-8 is to bring access to a high-quality college preparatory education to more students in South Phoenix – a low income, high minority community with a history of being underserved.<sup>17</sup> By doing so, we will increase the number of college graduates in the community, thereby increasing economic opportunity and breaking the cycle of poverty. The program will be carried out based on the already successful ASU Prep educational model, with a rigorous Cambridge-aligned college preparatory curriculum, high quality educators, and the support of ASU, an innovative local university whose association is wholly advantageous. In the table below, note the minimum expansion plan.

<b>Grade</b>	<b>Current</b>	<b>FY 20</b>	<b>FY 21</b>	<b>FY 22</b>
<b>K</b>	53	58	61	67
<b>1</b>	55	60	61	64

<sup>17</sup> PHOENIX SOUTH REGIONAL PARTNERSHIP COUNCIL 2018 NEEDS AND ASSETS REPORT Prepared by Burns & Associates, Inc. Funded by First Things First Phoenix South Regional Partnership Council.

## ASU Prep South Phoenix K-8 Expansion and Turnaround

<b>2</b>	47	55	63	64
<b>3</b>	38	43	58	66
<b>4</b>	48	53	47	61
<b>5</b>	47	52	58	50
<b>6</b>	45	50	57	64
<b>7</b>	51	56	55	60
<b>8</b>	51	56	62	58
<b>Total K-8</b>	<b>435</b>	<b>483</b>	<b>522</b>	<b>554</b>

### Academic Program and Instructional Practices

ASU Prep South Phoenix K-8, serving grades Kindergarten through 8th grade, will expand to provide more students a premium learning environment where they become innovative leaders and problem solvers who are prepared for success in college and their preferred careers. The educational program will be carried out aligned to the successful instructional practices at ASU Prep schools, ensuring all students' educational needs are met on a path to meeting rigorous Cambridge standards and exceeding the challenging Arizona College and Career Readiness K-8 academic standards. The ultimate outcome of our work is to advance a next-generation education model that transcends the traditional boundaries between K-12 and college, and eliminates the barriers based on location, modality, background, and income so that all learners can thrive. The school will develop strong family and community partnerships: student, parent, and staff surveys will be implemented to gather feedback for program refinement and improvement, while other family engagement strategies are implemented, resulting in 95% of parents engaging with the school at least three times throughout the year. ASU Prep South Phoenix K-8's rigorous academic program will provide the necessary scaffolding supports for the students to transition

## **ASU Prep South Phoenix K-8 Expansion and Turnaround**

to high school with the content knowledge and skills necessary to engage in high-level and college-prep coursework, which is seamlessly integrated with ASU courses and majors. Specifically, K-8 students will transition into secondary grade levels having experienced high school coursework and blended learning, giving them access to rich opportunities to engage in project-based learning, reinforcing advanced cognition through the explicitly iterative engineering design process. The ELA programming will prepare students to engage various texts and media to analyze various biases and be able to develop greater independence in their functional literacy.

ASU Prep South Phoenix K-8's model is grounded in student-centered and performance-based education, enhanced technology, blended learning, and digital courses, as appropriate to each student's progression and needs.

### **Disadvantaged Students and Special Needs**

ASU Prep ensures the educational needs of all students are met, including children with disabilities, English language learners, and low-income students who may be behind grade level. Our unique educational program enables all students to meet the challenging academic standards, guaranteeing all eligible children with disabilities receive a free appropriate public education in accordance with IDEA and assisting educationally disadvantaged students in mastering challenging Arizona and Cambridge academic standards. ASU Prep South Phoenix K-8 will be an open enrollment public charter school that provides a Free and Appropriate Public Education to all students, including students with disabilities to receive special education services and related accommodations. As referred to in prior sections, ASU Prep South Phoenix K-8 enrolled the majority of students currently enrolled at the school, and others with similar demographics. The high rate of students with a disability, students who qualify for free or reduced price meals, and students who are English learners all exceed state averages as show below:

## ASU Prep South Phoenix K-8 Expansion and Turnaround

ASU Prep South Phoenix K-8 Demographics VS AZ Averages		
	Current and Future Enrollment	AZ State Average
Students with Disabilities: IEP	15%	11.8% <sup>18</sup>
English Learners: ELL	33%	13.3% <sup>19</sup>
Economically Disadvantaged: FRL	95%	57% <sup>20</sup>

This illustrates that the school draws more high-need students with disabilities than the average public school in Arizona and demonstrates the commitment of ASU Prep South Phoenix K-8 to serve learners, regardless of background. Students with IEPs or other special needs will receive support from specially certified faculty so they can access the curriculum in the least restrictive environment. ASU Prep will provide equitable access to participation in all program activities with special attention to alleviating the potential barriers of gender, race, national origin, color, disability or age, as well as barriers related to language, communication and income. Equity and advocacy hiring policies will ensure that all project staff and volunteers reflect the diversity of the community at large. The leadership team will follow steps to ensure inclusiveness in each area, with actions such as: staff will work collaboratively to ensure project enrollment reflecting equitable male and female participation, particularly in topics that typically receive higher interest from one gender. Faculty will include information to guard against gender stereotyping in materials and recommendations. Race, Age, National Origin, Color Programs and services will emphasize the enrichment value of diversity, and the School Director (principal), with teachers and staff, will make specific recruitment efforts to ensure a mix of participants in project activities and diversity reflect the community.

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<sup>18</sup> “Percent Children With Disabilities.” Ed Data Express. US Dept of Education. Accessed via: <http://bit.ly/2ABZ2TQ>.

<sup>19</sup> “Financing Arizona’s English Language Learner Programs.” AZ Office of the Auditor General. Accessed via: <http://bit.ly/2QxGEAq>.

<sup>20</sup> “Percentage of children approved for free or reduced-price lunches for School Year 2017.” AZ Department of Education. Accessed via: <http://bit.ly/2Cawsch>.



## **ASU Prep South Phoenix K-8 Expansion and Turnaround**

ASU Prep is committed to removing barriers from facilities and programs that affect participation by persons with disabilities. The leadership team will ensure that children and adults with disabilities are full participants in programs and activities, and that enrollment and program planning relates to persons with disabilities. This could include special accommodations in group activities, transportation and mobility alternatives, access to other resources, and material choices to meet the needs of disabled students and faculty. Special efforts will be made to respond to the language barriers affecting students and their families. Translated version(s) of written communication to parents and translators will be provided as appropriate.

ASU Prep South Phoenix K-8 will continue to comply with all aspects of federal and state civil rights and disability laws, and leadership is committed to ensuring that all students who are eligible for special education and related services, receive these services. ASU Prep acknowledges and understands the laws prohibiting discrimination on the basis of disability, including IDEA and the Americans with Disabilities Act (ADA). ASU Prep is accountable to the Arizona State Board of Education for purposes of assuring compliance with federal and state special education and disability laws. Using its student-centered model, ASU Prep provides special education services to all qualifying students. Our goal is to be prepared to address each student's individual needs as they arise.

ASU Prep South Phoenix K-8 follows IDEA rules and regulations to ensure that every student's education takes place in the least restrictive environment. ASU Prep believes every part of a child's education can and should be adapted to maximize his/her ability to learn and provide every special needs student with the necessary accommodations and modifications as directed by the IEP. Funds have been budgeted to outsource services not available in ASU Prep schools. The teaching teams at ASU Prep South Phoenix K-8 will be directly involved with any identified student and will share strategies they have found successful to enhance the student's progress.

## **ASU Prep South Phoenix K-8 Expansion and Turnaround**

We will maintain fully certified special services staff and provide any related services as needed. ASU Prep South Phoenix K-8 Multidisciplinary Team will conduct an ongoing review of the overall educational programming in collaboration with individuals serving students with special education services and their families. As much as possible, special education students will be included in the regular classrooms as we fully support this environment as least restrictive. We understand that students need a full range of placements and have planned space and staff to have students work in a small groups or one-to-one with a special educator and/or instructional assistant/paraprofessional as dictated by the IEP. The Director of Special Education will be responsible for securing the outplacement location and IEP monitoring.

ASU Prep South Phoenix K-8 will align its curriculum to state standards and will use AzMERIT, the NWEA MAP test, and Cambridge Assessments to evaluate and integrate standard behaviors, knowledge, and skills into the core disciplines. All learners, including educationally disadvantaged learners, have access to learning experiences that are customized, adaptive, and self-improving. Over a period of three years the school will align its curriculum with the highest rated international K-12 academic standards, Cambridge International Examinations (CIE).

The coursework will be with targeted interventions, both hands-on and virtual, to support each student's development of the skills and knowledge necessary to complete college while mastering the content deeply. The instruction will focus on the development of strong communication skills, content-embedded critical thinking strategies, and real-world technology skills so that our students will be able to successfully compete and lead in an increasingly knowledge-based global society. Our emphasis promotes critical and creative thinking, hands-on learning, integrated instruction, cooperative learning, problem based learning, leadership opportunities, and character building for all students. The school's expected success is based on the academic gains at our other schools. Our success formula includes: School leadership support

## **ASU Prep South Phoenix K-8 Expansion and Turnaround**

and training; Teacher selection, evaluation, and training; Personalized instruction; Technology rich and integrated learning environment; A culture of high expectations; Rigorous curriculum; Extended learning opportunities; and Family engagement. This formula will be the foundation on which ASU Prep will replicate and further its success at ASU Prep South Phoenix K-8.

Teachers will receive content and pedagogy training, peer mentors, and continuous feedback on their learner journey plans and classroom instruction by content peers and network instructional leaders. Learner journey plans are aligned to state standards, and daily Content Objectives and Language Objectives are individualized to meet the different learner needs based on their mastery or need for continued reteaching from the work completed. The individualized objectives are posted on each student's personal learning page to allow both students and family members to track the learning progression over time.

ASU Prep South Phoenix K-8 will have an inclusion-based model to provide students with different needs access to our rigorous academic program with appropriate support in a classroom setting. Every ASU Prep school offers a welcoming environment and strongly supports individuality and diversity amongst our students. Our teachers, administrators, and staff will be invested in and dedicated to ensuring that every student with a disability, English Language Learners, and anyone who experiences severe difficulties in their classes, are identified and supported in ways that adapt to each student's changing needs as appropriate. A key factor in becoming college-ready is to learn and to practice owning one's learning and work. ASU Prep South Phoenix K-8 will do this in inclusive, supporting ways.

ASU Prep South Phoenix K-8 leadership and ASU Prep network leadership will be responsible for ensuring that all students, including disadvantaged students, are being taught according to state standards in an effective manner. Evidence of this effectiveness will come from both student performance on assessments and the use of a teacher observation protocol that

## ASU Prep South Phoenix K-8 Expansion and Turnaround

that examines teacher effectiveness. Data from student assessments and teacher observations will be examined and trends will be identified.

Standardized Testing: Students will take the state AzMERIT exams and any other state mandated tests. The test results will be used to assess students' progress toward mastery of the state standards, the effectiveness of teaching strategies, and the integration of the state standards in the curriculum and instruction. Administration will maintain a spreadsheet of results and monitor progress accordingly. In addition to AzMERIT and ASU Prep benchmarking (NWEA MAP), ASU Prep South Phoenix K-8 students will complete practice ACT aligned assessments in 7th and 8th grade – nationally recognized benchmark assessments. ASU Prep South Phoenix K-8 will implement the following process for monitoring and evaluating student performance:

- Set annual goals based on AzMERIT performances for yearly growth
- Identify the lowest 25% and highest 25% at each grade level to provide interventions to support growth for each group of students
- Conduct pre-, mid- and post-assessment using the NWEA MAP assessment to measure annual yearly growth, to design specialized instruction, and to appropriately place students to assist in the development of Individual Learning Plan Goals
- Use quarterly benchmarks from measured progress to monitor student growth toward students' Individual Learning Plan Goals
- Conduct weekly cluster meetings with teachers and mentor leaders to review learning progress through common formative assessments for Reading and Math by grade
- Conduct informal weekly classroom walk-throughs and provide feedback on instructional strategies and teacher growth designed to meet individual needs of students based on previous learning from cluster meetings and benchmarks

## **ASU Prep South Phoenix K-8 Expansion and Turnaround**

- Conduct formal quarterly observations of teachers to assess teacher competency over the course of the school year, and provide feedback on teacher practice to increase teacher effectiveness and capacity

NWEA MAP Growth is designed to reveal how much growth has occurred between testing events and to project proficiency. ASU Prep intends to use the data to track growth through the school year and over multiple years. Teachers will be able to use the data to differentiate instruction and pinpoint individual student needs. School leaders can use the data to drive improvement across the entire school and network. Site leaders will report on their student achievement goal progress weekly during leadership meetings with the CEO/COO and other site leaders. The leadership will report progress to the Board at meetings on scheduled dates. Teachers and students will be able to continuously monitor the academic progress closely through specially designed pre- and post-assessments for each lesson to track mastery levels of each performance objective and to further address areas where students may need improvement, or extended learning through depth studies. Multiple methods of assessment are utilized to monitor student progress and proficiency. A student will demonstrate proficiency of a performance objective if the student meets or exceeds the standard by earning a mastery or mastery with distinction. This model ensures that ASU Prep South Phoenix K-8 teachers will have the resources, support, and flexibility to identify and address the specific needs of their students and that no student, no matter any disadvantage, is left behind.

### **Transportation**

ASU Prep has carefully considered and planned for the transportation needs of the school's students. Currently, students who attend ASU Prep South Phoenix K-8 provide their own transportation. This is not a problem because students come from a close radius and often walk or bike to school, or parents drop off a short distance. The campus is also located near two

## ASU Prep South Phoenix K-8 Expansion and Turnaround

major city bus routes on Central Avenue and Southern Avenue, giving students the option of public transportation, which comes at no cost to K-8 students through the City of Phoenix. The campus is located near a stop for a future planned light-rail line<sup>21</sup>, making the school easily accessible to potential families. Additionally, we will continue to encourage carpooling and will do our best to support our families' ability to get their children to our school, exhausting all possibilities.

**(b) For each charter school currently operated or managed by the applicant, provide-- (i) Student assessment results for all students and for each subgroup of students described in section 1111(c)(2); (ii) Attendance and student retention rates for the most recently completed school year (iii) Information on any significant compliance and management issues**

### Assessment Results, Attendance and Retention, Graduation Rate, and Compliance

ASU Preparatory Academy schools score at or above the State level in assessment and other accountability measures, as shown in Table D, School Letter Grade Comparison and Table E, AzMERIT Proficiency Comparison. ASU Preparatory Academy attendance, retention and graduation rates are strong indicators of the effectiveness of ASU Prep schools (Table F, Attendance, Retention and Graduation Information).

### **Compliance Issues**

ASU Preparatory Academy and its charter schools have had no compliance issues with regulations or statutes; no charters have been revoked and no schools have been closed. We enjoy an outstanding operating history and reputation, along with a strong relationship with our authorizer and the AZ Department of Education.

### Multiple Schools, Management, and Legal Relationship

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<sup>21</sup> "South Central Extension." Valley Metro: Projects and Planning. Accessed via: <http://bit.ly/2TyJQxK>

## ASU Prep South Phoenix K-8 Expansion and Turnaround

ASU Prep has a successful track record, having grown from what started off as two campuses, in 2 geographies, in 2010 serving just over 500 students in grades K-8, to currently operating a dozen campuses, including a digital high school, serving over 3,000 students in grades Prek-12, across dozens of urban, suburban and rural geographies. ASU Prep is a non-profit, 501(c)3 managed by a nine-member Corporate Board that includes Chairperson George Dean, President & CEO of the Greater Phoenix Urban League; Vice Chairperson José A. Cárdenas, Senior Vice President & General Counsel at ASU; Treasurer Chevy Humphrey, President & CEO of the Arizona Science Center; Ex-officio Officer Beatriz Rendón, ASU Prep CEO; Sybil Francis, Executive Director for the Center for the Future of Arizona; Carole Greenes, Director of the PRIME Center and ASU Professor; Alice (Dinky) Snell, Retired; Abran Villegas, Senior Vice President at Arizona Bank & Trust; and Janene Miller, Retired. See **Appendix D** for Proof of Non-Profit Status. Additionally, ASU serves as the charter sponsor pursuant to A.R.S. 15-183. ASU Prep complies with all statutory rules and regulations and is in good standing with all regulatory bodies.

**(d) Demonstrate that the applicant currently operates or manages more than one charter school.**

### **Current High-Quality ASU Prep Schools**

ASU Prep currently operates 12 successful charter schools in five communities in urban, suburban, and rural areas in Arizona and online. Each satisfies the definition of charter school and is treated as a separate school by the Arizona Department of Education and ASU. Unique CTDS identifying numbers are provided below. ASU Prep's 2018-19 enrollment is 2,936 students (with a waitlist of more than 1,000). ASU Prep's history of success has spurred demand for enrollments resulting in a 330% enrollment growth since the organization's inception.

Current schools include:

<b>Unique Schools in the ASU Prep Network</b>		
<b>School Type</b>	<b>School Name</b>	<b>Grades Served</b>
Urban Metro Phoenix	ASU Preparatory Academy Phoenix Elementary School	K-4
	ASU Preparatory Academy Phoenix Middle School	5-8
	ASU Preparatory Academy Phoenix High School	9-12
	ASU Preparatory Academy South Phoenix Primary School	K-2
	ASU Preparatory Academy South Phoenix Intermediate School	3-7
	ASU Preparatory Academy South Phoenix High School	8-12
	ASU Preparatory Academy Tempe High School	9-12
Suburban Metro Phoenix	ASU Preparatory Academy Polytechnic Elementary School (STEM Academy)	K-4
	ASU Preparatory Academy Polytechnic Middle School (STEM Academy)	5-8
	ASU Preparatory Academy Polytechnic High School	9-12
Rural AZ	ASU Preparatory Academy Casa Grande High School	9-12
Online	ASU Preparatory Academy Digital Online High School	9-12

**(e) Provide information regarding any compliance issues, and how they were resolved, for any charter schools operated or managed by the applicant that have--**

- (i) Closed;**
- (ii) Had their charter(s) revoked due to problems with statutory or regulatory compliance, including compliance with sections 4310(2)(G) and (J) of the ESEA; or**
- (iii) Had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation. (NFP)**

ASU Prep has never had a charter revoked due to non-compliance with statutory or regulatory requirements, or for any other reason whatsoever.



## ASU Prep South Phoenix K-8 Expansion and Turnaround

The sponsoring entity of ASU Prep charter schools is Arizona State University and is responsible for outcomes produced, including academic, financial and operations. ASU requires ASU Prep to provide academic, financial and other data that it then submits as its “Performance Evaluation Framework” to the state Auditor General on an annual basis every October (see **Appendix I**). The ASU Prep Board of Directors also provide information and expert advice about school planning and implementation that impact timelines, deliverables and resources.

While no charter has been revoked or school closed within our network, ASU Prep has a notable record for successfully “turning around” what was previously a failing middle school operated by the Phoenix Elementary School District. See *Competitive Preference Priority 2*. We were able to take a school from near closing to a top performer giving us the experience necessary to ensure success of similar schools. Several ASU Prep charter schools have received positive accolades and noteworthy recognitions for the best charter school in the state and the top performing charter school on the state assessment.

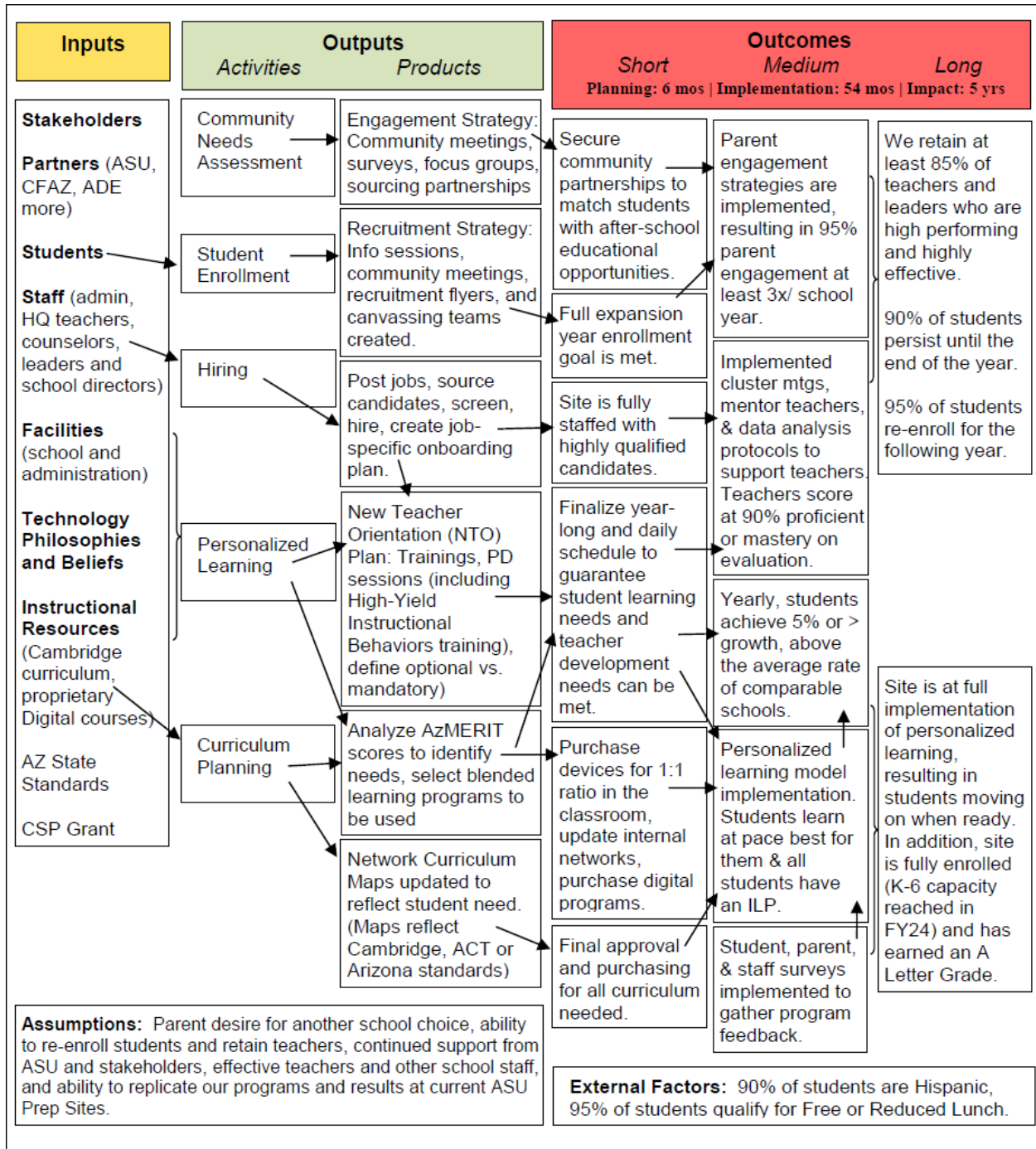
**(f) Provide a complete logic model for the grant project. The logic model must include the applicant’s objectives for replicating or expanding one or more high-quality charter schools with funding under this program, including the number of high-quality charter schools the applicant proposes to replicate or expand. (NFP)**

### USDOE Charter Schools Program- Logic Model

ASU Prep Logic Model - Project's Objectives:

- To provide premium learning environments where all students become innovative leaders and problem solvers who are prepared for success in college and their preferred careers.
- To advance a next generation education model that transcends the traditional boundaries between “high school” and “college” and eliminates the barriers based on location, modality, background, and income so that all learners can thrive.

ASU Prep South Phoenix K-8 Expansion and Turnaround



(g) If the applicant currently operates, or is proposing to replicate or expand a single-sex charter school or coeducational charter school that provides a single-sex class or extracurricular activity (collectively referred to as a “single-sex educational program”), demonstrate that the existing or proposed single-sex educational program is in compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. 1681, et seq.) and its implementing regulations, including 34 CFR 106.34. (NFP)

ASU Prep does not operate any school in this category.

**(h) Describe how the applicant currently operates or manages the high-quality charter schools and how the charter schools will be operated or managed, including the legal relationship between the applicant and its schools.**

**Background:** Founded in 2008, with ASU becoming involved in 2009, ASU Prep opened its first campuses in Mesa, Arizona and downtown Phoenix. ASU Prep collaborated with the Phoenix Elementary School District to open the downtown Phoenix campus and also began moving its Mesa location to ASU's Polytechnic campus that same year, which now exist as ASU Prep Poly STEM Academy and High School, serving grades Prek-12. In 2016 a third location opened in Casa Grande, Arizona, in collaboration with Barça Academy. In 2017, ASU Prep opened its Tempe high school campus in collaboration with the Tempe Union High School District. ASU Prep Digital launched that year as well, built on the same Cambridge International Curriculum framework with class offerings all online for part-time or full-time students anywhere in the world.

**Mission:** Our mission is to provide premium environments for learning, helping all students become innovative leaders and problem solvers who are prepared for success in college and their preferred careers.

**Vision:** Provide a continuous educational experience that integrates student learning from Pre-Kindergarten to college completion (P-20 model) that produces learners who are confident, innovative, respectful, reflective, and engaged. To accomplish this, ASU Prep advances students as they are ready for more rigorous coursework, including college courses for credit resulting in accelerated time to degree. This vision is in direct alignment with ASU's access and excellence objectives.

All ASU Prep programs and activities align with its mission, vision, and Four Pillars: Academics, Partnership, Leadership, Innovation.

**Program Essentials:**

- Embrace the ASU Prep Way culture: Work Hard. Be Kind. Be Smart.
- Combine rigorous college prep for every student with the necessary academic supports to matriculate into and graduate from a four-year university.
- Provide personalized learning for every student through the use of technology, quality teaching, and ongoing assessments of mastery.
- Support teachers’ professional development to master instructional practices that improve learning, student performance, and advance professionalism in the teaching field.

**Performance Highlights**

ASU Prep has spent its nine-year history honing its model by piloting a wealth of innovative, personalized, university-embedded academic programs with demonstrated efficacy in preparing all students for post-secondary success. Evidence of efficacy includes:

- **Successful “turnaround” school:** ASU Prep successfully turned around an underperforming middle school that it inherited from the Phoenix Elementary School District into a high achieving PreK-12 school.
- **High achieving:** ASU Prep schools nearly wholly surpass Arizona state assessment averages or like schools in math, reading, and science for all grades and years, or perform at rates comparable to state averages.
- **High ranking:** ASU Prep Polytechnic STEM elementary school ranked as the top-performing elementary school on the 2017 state assessment by the Arizona Department of Education and was also recognized as the 2018 Charter School of the Year by the Arizona Charter Schools Association.<sup>22</sup>

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<sup>22</sup> Arizona Charter Schools Association, <https://azcharters.org/2018-charter-award-winners/>.

## **Management and Legal Relationship**

ASU Prep is a non-profit 501(c)3 corporation organized and operating under the corporate statutes of the State of Arizona. As such, ASU Prep is required to comply with corporate legal requirements that mandate being directed its charter authorizer, Arizona State University and by a Board of Directors. The Board of Directors is composed of a diverse assembly of individuals and representatives from Arizona State University and affiliated organizations, as well as other stakeholders identified by the Board of Directors from time to time. The Board of Directors meets quarterly and creates policies for the corporation, appoints an auditor, establishes budgets, approves all contracts and monetary commitments and share joint authority with Arizona State University to appoint the Chief Executive Officer of the corporation. Corporate Board meetings are open to the public.

The corporate bylaws form the management structure of the corporation and specify that the Board of Directors shall manage the affairs of the corporation in accordance with the Articles of Incorporation and Arizona laws. The Board of Directors is made up of 9 Directors and the bylaws allow for no less than 5 Directors and no more than 21. Among the 9 Directors are 2 ex-officio Directors, a Board Chair, Vice Chair, Treasurer, and Secretary. The current Board of Directors include a prominent General Counsel, ASU faculty, a well-respected leader and CEO of a nationally recognized community-based organization, an external public education leader, a retired teacher and philanthropist, a finance expert, and a CEO of a leading Science and Education organization with long-standing expertise in non-profit and business organizations to name a few. All Directors must be more than 18 years of age and pass background checks and other regulatory inquiries as required by State law, federal law or other governmental agencies having proper regulatory authority over the affairs of the Corporation, as amended from time to time, which shall include as a minimum, a fingerprint check showing that no criminal record

## **ASU Prep South Phoenix K-8 Expansion and Turnaround**

exists. Additionally, Directors must possess experience and qualification that further the Board's commitment to the educational mission of the Corporation.

The Board of Directors endeavors to include a diverse mix of individuals and representatives from Arizona State University and affiliated organizations, as well as other stakeholders identified by the Board of Directors from time to time. The term of office is 3 years or until their successors have been elected and qualified. Any Director who has served for 2 consecutive 3-year terms shall be ineligible for re-election for a period of (1) year immediately following expiration of the 2nd 3-year term. The Board of Directors meets quarterly and creates policies for the corporation, appoints an auditor, establishes budgets, approves all contracts and monetary commitments and share joint authority with Arizona State University to appoint the Chief Executive Officer of the corporation. Corporate Board meetings are open to the public.

ASU Prep Corporate Board Member Duties: The duties of a corporate board member are to manage the business of the corporation, including: Attend corporate board meetings and vote on corporate matters; Create and amend policy; Appoint the auditor of the corporation and establish the scope of all audits; Approve budgets; Appoint officers, committees or advisory boards; Adopt and change strategic plans; Approve all major commitments, transactions and contracts exceeding \$100,000; Approve all contracts with schools, district and governmental bodies; Appoint the President of the Governing Board; Rescind or bar any action of the Governing Board; Serve on Executive or Audit Committees.

### **Oversight**

Oversight authority is held by ASU Prep, ASU Prep's Board of Directors, and ASU as ASU Prep's charter authorizer. Pursuant to A.R.S Sections §§15-181 and 15-183, ASU is authorized as a university under the jurisdiction of the Arizona Board of Regents to execute

## ASU Prep South Phoenix K-8 Expansion and Turnaround

charter authorization agreements with charter schools in Arizona. ASU Prep is authorized by ASU and has received approval to acquire and expand the South Phoenix Campus.

ASU Prep endeavors to maintain an efficient regulatory environment that holds authorized schools, including ASU Prep, accountable to the highest expectations for student achievement and operational integrity, while respecting the autonomy and freedom of authorized schools to deliver on their core learning philosophy. As such, ASU has adopted a Performance Framework that establishes the academic and operational performance expectations to which ASU holds its authorized schools accountable.

With the authorization and support of ASU, ASU Prep administrators have full authority to operate ASU Prep schools, pursuant to Arizona's Charter School Law, Arizona Revised Statutes. Arizona law does not place any caps on charter school growth, allows new start-ups and public school conversions and online schools, and Arizona charter schools benefit from a relatively restriction-free environment, making Arizona a prime test environment for testing and demonstrating models capable of significantly increasing student academic achievement for low-performers and high-achievers alike, in the absence of rules and regulations governing traditional school districts. ASU Prep's expansion in South Phoenix and the community's students will benefit from this flexibility, coupled with ASU Prep's rigorous curriculum, instructional practices, and achievement standards – a model with proven results.

ASU Prep's network team provides leadership and management as a central office that supports each school site director (principal) leads the program and staff for their campus. Each school site is part of the ASU Prep non-profit entity and managed by the ASU Prep network management team, with site directors reporting to the COO.

**(i) Describe how the applicant will solicit and consider input from parents and other members of the community**

## ASU Prep South Phoenix K-8 Expansion and Turnaround

### Parent and Community Input

Family Engagement & School Culture: ASU Prep believes that schools and families must work together to improve student outcomes. Thus, ASU Prep South Phoenix K-8 will continue the ASU Prep practice of providing opportunities for the entire family to interact with our school. This is essential to the long-term impact of our model. Parents of students in families that live near or below poverty level often have competing priorities, which can make it difficult for them to be fully involved in the education of their children. Research by Kathleen V. Hoover-Dempsey and Howard M. Sandler (1995) supports the assertion that family involvement in a child's education is paramount to the success of the child.<sup>23</sup>

ASU Prep South Phoenix K-8 has high expectations of family participation as evidenced by 100% participation in student conferences and 80% participation in school events; this aligns with the ASU Prep philosophy that the whole family must be involved in the student's education and that parents are key partners whose input in our program's implementation. For ASU Prep, all families will be required to commit 30 volunteer hours per academic year at the school. Recognizing that this may be challenging for some parents, ASU Prep South Phoenix K-8 will offer credit for all family members so the responsibility is not solely on one person. Contributing the 30 hours of volunteer time annually to support their child's academic journey and be obtained by attending the quarterly student Individual Learning Plan (ILP meetings) with teachers, enrichment activities, evening literacy events, and other student-centered activities. ASU Prep South Phoenix K-8 anticipates that many parents of enrolled students would likely not have the background experience in how to connect with the school, which is similar to our Casa Grande and Phoenix High School parents. To support engagement, ASU Prep South Phoenix K-

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<sup>23</sup> "Why Do Parents Become Involved? Research Findings and Implications." <http://bit.ly/2LXkTcK>.



## ASU Prep South Phoenix K-8 Expansion and Turnaround

8 website is updated weekly to provide families with full access to school communications and teacher web pages, adding access to the Learning Management System (LMS) to access their student's required coursework, calendar, and grades. ASU Prep continues to identify language barriers restricting communication between families and staff, and provides links to appropriate language solutions, such as open-source language translation software (Google Translate) to translate content as needed. ASU Prep also provides a parent tracking function, HelpCounter, to enable families to monitor their movement towards their annual required commitment of 30 volunteer hours on their child's campus. Families have translation and usage assistance to utilize these effective engagement tools.

ASU Prep South Phoenix K-8 will encourage parents to start a Parent Teacher Organization to support their students and the school, which further helps to increase parents' opportunity for input.

ASU Prep anticipates that a significant percentage of our student body will be low income and identify with a minority subgroup, the most prevalent being Hispanic (93%). In response, the school leadership will hire staff who predominantly live in and around the neighborhood and who mirror the ethnic demographic of the student population. Written communications will be offered in English and Spanish. Parents and families will also be supported through ASU's American Dream Academy, which ASU created to provide communities with supportive frameworks to improve their confidence and ability to use their own voices to advocate for change. To date, more than 36,000 parents have graduated from the 8-week ADA program prepared to support their students through college.

A Family Engagement Plan will provide incentives and credit for parents through a menu of activities, including (but not limited to) joining parent chats, participating in monthly check-ins, contributing to their child's success plan, moderating parent forums and participating in

parent Q-and-A sessions. Learning Success Coaches work with families as liaison between school, teachers, student - a central touchstone for the family while student is enrolled to have questions answered, concerns addressed and to regularly check in with student and family to support achievement goals including college enrollment goals, and other social needs. Family Support Liaisons are assigned to students with special needs (IEP, ELL, etc.) to assist with the specific needs of the student and to ensure all teachers are familiar with accommodation needs. Through a laptop loaner program families get access to technology and a low-rate internet access is provided in partnership with school directly to families to ensure everyone who needs access has it. Parents receive specialized training during face-to-face and virtual orientations to utilize the various programs available to support their children at home.

Ongoing Family Support:

- i. “High-touch” philosophy through frequent communication via calls, emails, online chats, instant messages and discussion forums; 24 hour response turn-around goal; 72 hour grade turn around to support parents and students
- ii. Program Orientation – detailed communication on expectations, support systems, resources, training modules, complete Me3 for self - see student Me3 results, academic testing feedback and pathways selections
- iii. Monthly parent forums available for chats
- iv. Monthly phone conferences with parents - increased frequency if student falls into risk category
- v. Family Engagement Plan provides incentives and “credit” for menu of activities<sup>24</sup> including (but not limited to) joining parent chats, participating in monthly check-ins,

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<sup>24</sup> Family Involvement Menu, ASU Prep South Phoenix PCA Parent/Student Handbook, <http://bit.ly/2D0k8gf>

## ASU Prep South Phoenix K-8 Expansion and Turnaround

moderating parent forums, participating in parent Q and A sessions for new parents, the purpose is the same as at ASU Prep. Hours are accrued based on supports and collaborations with school to assure student success.

- vi. Personalized dashboard to monitor family involvement and teacher response and support will be available for students and parents to ensure transparency and follow up
- vii. Family Support Liaison assigned for Title, ELL and SpEd students to assist with IEP and other needs to support academic achievement (paid through federal grants)

### **(j) Describe the lottery and enrollment procedures that will be used**

#### Enrollment, Lottery, and Other Charter Closures

##### **Enrollment Procedures and Guidelines**

ASU Preparatory Academy is an open-enrollment charter school with several campuses. We do not charge tuition or administer entrance examinations. We follow the admissions requirements for charter schools set forth in A.R.S. §15-184 and 20 U.S.C. §722li(1)(H)1. Based on the strong interest in attending ASU Preparatory Academy, enrollment is based on a fair system which provides a lottery, if necessary, and a waitlist.

##### **Lottery/Waitlist Process**

All forms submitted by 12 p.m. on the Friday before the lottery are recognized as lottery participants. Those applicants not meeting the deadline will be placed on a first-come, first-serve basis after the lottery participants. Applicants who are offered enrollment will receive a call with instructions on how to accept the seat and complete registration paperwork.

##### **Closures of Other Schools**

Although no official policy is designed to assist students enrolled in charter schools that close and no statewide mechanism exists to do so, we remain abreast of school closures in

## ASU Prep South Phoenix K-8 Expansion and Turnaround

neighborhoods we serve and make every attempt possible to partner with those schools to provide opportunities for students to enter an ASU Prep campus that has openings.

*(n) Provide the applicant's most recent independently audited financial statements prepared in accordance with generally accepted accounting principles. (NFP)*

### **Rule Waivers**

ASU Prep currently abides by state and federal regulations in the operation of its current schools and does not plan to pursue waivers for the operation of current or future school sites.

**(k) Describe how the applicant will ensure that all eligible children with disabilities receive a free appropriate public education in accordance with Part B of the Individuals with Disabilities Education Act. (NFP)**

ASU Prep ensures the educational needs of all students are met, including children with disabilities. Our unique educational program enables all students to meet the challenging academic standards, guaranteeing all eligible children with disabilities receive a free appropriate public education in accordance with IDEA and assisting educationally disadvantaged students in mastering challenging Arizona and Cambridge academic standards. ASU Prep South Phoenix K-8 will be an open enrollment public charter school that provides a Free and Appropriate Public Education to all students, including students with disabilities to receive special education services and related accommodations. We are committed to providing students with appropriate instruction as determined by their IEP, in accordance with IDEA. Using its student-centered model, ASU Prep provides special education services to all qualifying students. Our goal is to be prepared to address each student's individual needs as they arise.

**(l) Describe how the proposed project will assist educationally disadvantaged students in mastering challenging State academic standards. (NFP)**

Teachers receive professional learning that focuses on creating and using rubrics to evaluate student work and assess improvement, rather than completion. Timely interventions

## ASU Prep South Phoenix K-8 Expansion and Turnaround

will be included. Tier 3 interventions are systematically used when and if students are falling extensively behind and Tier 1 or Tier 2 are not enough to move learning forward or produce growth. Examples of Tier 3 include required interventions for students who are identified as Minimally Proficient and do not experience growth. These students may be referred for Student Study Team and assessed for Special Education services. Additionally, referred Tier 3 students may not experience growth in Network Common Formative Benchmark Assessments. Depth of knowledge, DOK 1-4 will be used by teachers to ensure each child is appropriately challenged and experiencing success when learning.

**(m) Provide a budget narrative, aligned with the activities, target grant project outputs, and outcomes described in the logic model, that outlines how grant funds will be expended to carry out planned activities. (NFP)**

ASU Prep will use an award over a three-year term at \$500,000/year for a total of \$1,500,000 to purchase items specific to providing a K-8 technology-enhanced premium learning environment (see **Appendix H** for full detail). All costs comply with funding usage guidance as contained in EDGAR and Uniform Guidance (2 C.F.R. § 200). The following represents a description of the budgetary line items to be purchased in the grant:

- Personnel (Line 1): Personnel includes hiring of three Learning Success Coaches (LSCs) at approximately \$50,000/year each (excluding fringe) for a total of \$150,000 per year and \$450,000 for the total project. The Learning Success Coach is a key classroom position to support the individual learning plans and targeted interventions.
- Fringe Benefits (Line 2): ASU Prep participates in the Arizona State Retirement System (ASRS) and offers a comprehensive employee benefits package. Fringe benefits are budgeted at \$45,000 per year for \$135,000 total for the project.

## ASU Prep South Phoenix K-8 Expansion and Turnaround

- Equipment (Line 4): Equipment will support student technology in the classroom and security upgrades. ASU Prep will deploy a 1:1 device-to-student ratio using standard Chromebooks and licensing. Other classroom devices include teacher laptops, headsets, whiteboards, projectors, document cameras, printers, and other required accessories. Classroom equipment is budgeted at \$80,000 (Yr1 \$50,000, Yr2 \$5,000 and Yr3 \$25,000). The security system is also in need of upgrading, initial quotes have approached \$140,000 for comprehensive hardware, infrastructure and installation. Security equipment will be budgeted at \$66,500 (Yr 1 \$39,500 and Yr2 \$27,000). Total equipment for the project will be \$146,500 (Yr 1 \$89,500, Yr2 \$32,000 and Yr3 \$25,000).
- Supplies (Line 5): Supplies will consist of rigorous curricular materials essential to delivering the school program. Budgeted items include books (hard copies and e-copies), Benchmark Advance Reading curriculum, Dibels data system, and math manipulatives. Costs are based on recent competitive quotes for similar expenses. Supplies are budgeted at \$25,500 each of the three years, for a total of \$76,500.
- Contractual (Line 6): Contractual consists of evaluation costs and other education consultants that support achieving the desired academic outcomes. Contractual is budgeted at \$40,000 per year, for a total of \$120,000.
- Other (Line 8): Other items included in this category are related to professional development, enrichment & intervention and marketing. Enrichment and Intervention includes after-school and summer programs staffed with approximately five teachers for after school and 6-8 teachers during the summer, paid at a rate of \$30/hour. Professional development will support staff. Marketing materials and outreach will generate

awareness and increase enrollments each year, targeting underserved populations. Total budgeted for Other is \$572,000 (Yr1 \$150,000, Yr2 \$207,500 and Yr3 \$214,500).

**(n) Audited Financials**

Please see the Financial Statements, Supplementary Information and Single Audit Reports in **Appendix H**.

**(o) Policies and Procedures under a Charter Closure/Revocation scenario**

ASU Prep is a high achieving charter school system. While it has never closed a school, see *Selection Criteria (a)(ii) and (a)(iii)*, were this to occur, ASU Prep has procedures and policies it would employ to ensure students could transition to a high quality school. ASU Prep would 1) identify seats across other ASU Prep schools where students could transfer; 2) work with the Arizona Department of Education to identify the most proximate high quality school options for its students and then work with those respective school districts to ensure appropriate and smooth transition into available seats; 3) work with the Arizona Charter School Association to identify alternative high quality school options for its students to attend that are proximate to the family; 4) put together a transition timeline, plan, and communication strategy to share with its Board for a vote; 5) assuming approval, implement.

**(p) Provide--**

**(i) A request and justification for waivers of any Federal statutory or regulatory provisions**

There are no waivers being requested from any Federal statutory or regulatory provisions.

**(ii) A description of any State or local rules, generally applicable to public schools, that will be waived, or otherwise not apply, to such schools.**

Charter schools are public, state-funded schools that operate under a charter contract with a charter school sponsor or authorizer. The Arizona State Board for Charter Schools oversees more than 500 public charter schools throughout the state making it the largest authorizer in

## ASU Prep South Phoenix K-8 Expansion and Turnaround

Arizona, however Pursuant to Arizona Revised Statutes (A.R.S.) 15-183 (C), universities are also approved charter school authorizers. A.R.S. 15-183 governs all rules related to Arizona public charter schools. There are some differences in what rules apply to traditional public schools versus charter public schools in Arizona. A few examples include but are not limited to: 1) public charter schools may have appointed Boards rather than elected; and 2) enjoy more flexibility regarding employees and while charter public schools are not required to hire certified teachers, ASU Prep has only certified teachers.

Below are some facts about public charter school oversight which is similar to traditional district school oversight. More detail can be found at <https://www.azleg.gov/ars/15/00183.htm>.

### Public Charter Schools:

- must operate according to state and federal law and can be closed by the state for failing to meet student academic, operational or financial expectations. [A.R.S. §15-183 \(E\)\(R\)](#)
- must be governed by a local school board that makes financial, operational and academic decisions for the school. [A.R.S. §15-183 \(E\)\(8\)](#)
- must teach state standards and administer state assessments. [A.R.S. §15-741](#)
- must hold open meetings to approve budgets, expenditures for contracts and services. [A.R.S. §15-183\(E\)\(6\)](#) [A.R.S. §15-905\(B\), \(D\), and \(E\)](#) ; [More Info](#)
- must post their annual budget on their webpage and submit to the Arizona Department of Education. [A.R.S. §15-183\(E\)](#)
- must have an independent, publicly available financial audit annually. [A.R.S. §15-183 \(E\)\(6\) – Annual Audits](#)
- must disclose related party transactions. [A.R.S. §15-914](#) and [Government Auditing Standards](#)



## ASU Prep South Phoenix K-8 Expansion and Turnaround

- operating as nonprofits, must file with the IRS and disclose conflict of interest and related-party transactions. [Guidelines](#)
- must conform to a uniform system of financial records as required by state and federal laws and generally accepted accounting principles. [Auditor USFRCS](#)