



# BUILDING ON SUCCESS

IDAHO'S CHARTER SCHOOLS PROGRAM GRANT



## APPLICATION DETAILS

<b>School Name: Meridian Medical Arts Charter High School</b>	
Contact Person: Benjamin Merrill	Contact Email: <a href="mailto:merrill.benjamin@westada.org">merrill.benjamin@westada.org</a>
Application Type: Expansion	Grant Budget: \$675,205
Grades Served: 9 – 12	New Seats Created: 46
Total Averaged Score: 101	Priority Points Assigned: 4
Application Status: Funded	

## RUBRIC

<p><b>A. SMART Grant Project Goals</b>  <i>Identify 2-4 SMART grant project goals and justify each goal in terms of its value in supporting the planning and implementation of your proposed school. All grant spending, including future revisions to your budget, must fit clearly within one of your stated project goals.</i></p>	
<b>TOTAL POINTS</b>	<b>9/10</b>
<p><b>Reviewer Comments – Grant Project Goals</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>Goals exceed SMART expectations: precise, measurable, and high-impact.</li> <li>Clear connection to Idaho's charter priorities: workforce, equity, dual-credit, certification.</li> <li>Strong labor-market justification.</li> <li>The project goals clearly and rigorously align with the goals of the school.</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>There is no goal pertaining to ELA and math performance.</li> </ul>	

<p><b>B. Educational Philosophy, Instructional Practices, and Curriculum</b>  Fully describe and justify the design of the academic program in terms of the educational philosophy, instructional practices, and curriculum that will be utilized to meet the school's performance objectives. Be sure to include key design elements, references supporting its validity and alignment to state and federal requirements, and rationale for why this education model was chosen and how it will produce strong outcomes for the unique community and student population the school will be located within.</p>	
<b>TOTAL POINTS</b>	<b>18/20</b>
<p><b>Reviewer Comments - Educational Philosophy, Instructional Practices, and Curriculum</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>Extremely cohesive, mission-aligned instructional model.</li> <li>Strong demonstration of curriculum rigor and professional relevance.</li> <li>High-quality integration of academic &amp; CTE pathways.</li> <li>The narrative clearly explains how the school utilizes charter school autonomies, integrates technology, and the justification for the academic curriculum in terms of alignment with federal requirements and rigorous development.</li> <li>The key instructional practices described in the application clearly align with the objectives of the academic program.</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>Needed research sources / links, curriculum vendor names, etc. as justification in the narrative.</li> <li>The research justification for the curriculum described in the narrative is thin.</li> </ul>	



**C. Teaching and Learning**

Fully *describe and justify* the design of the instructional strategy in terms of the educational philosophy, instructional practices, and curriculum that will be utilized to meet the school’s performance objectives. Be sure to include key design elements, references supporting its validity and alignment to state and federal requirements, and rationale for why this strategy was chosen and how it will produce strong outcomes for the unique community and student population the school will serve.

**TOTAL POINTS**

**6/6**

**Reviewer Comments – Teaching and Learning**

**Strengths:**

- Highly mature MTSS aligned to CSP expectations.
- Clear structures supporting students who fall below mastery.
- Robust data meeting cycles.
- The narrative describes robust use of summative assessments and tiered support and interventions, such as MTSS.
- It is advantageous that the school's focus enables it to use a broader range of industry- and certification-based assessments to ascertain student performance.

**Weaknesses:**

- This section of the application does not name or describe how interim or formative assessments are used to make support or intervention decisions; however this is covered in the next section.

**D. Student Academic Achievement Standards**

As an independently governed public school, charter schools need to ensure plans, systems, and tools for strong oversight and monitoring in the areas of academic performance. In this section, persuade the reader that your school will have rigorous goals and adequate oversight to ensure quality implementation, operation, and accountability.

**TOTAL POINTS**

**9/9**

**Reviewer Comments – Student Academic Achievement Standards**

**Strengths:**

- Strong data-management section.
- High performance outcomes support credibility.
- The application describes robust summative data use (PSAT, SAT, certification exams, etc.) and the processes through which these are used to set goals and maintain strong oversight of the academic program.
- The included data show the positive impact of the data-driven culture of the school.
- Interim and formative data are included in the list of outcomes that are monitored by educators at the school, which clarifies how educators know whether students are on track to pass the PSAT, SAT, or an industry certification exam before they take the test and how interim benchmarks could be determined.



<b>E. Student Demand and Community/Local Support</b>	
Schools funded under the CSP subgrant must ensure they are in tune with their communities' needs and priorities. In this section schools will document their vitality and long-term sustainability through demonstrating their dedication to developing and maintaining community partnerships and connections.	
<b>TOTAL POINTS</b>	<b>10/10</b>
<b>Reviewer Comments – Student Demand and Community/Local Support</b>	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>• Outstanding demand evidence with clear charts and metrics.</li> <li>• Deep partnership ecosystem.</li> <li>• Clear commitment to equitable outreach.</li> <li>• The need for more seats is rigorously justified both with industry trends and overall community needs and the number of applications per seat that the school currently receives.</li> <li>• The narrative lists a robust list of community partners.</li> </ul> <b>Weaknesses:</b> <ul style="list-style-type: none"> <li>• Could include more explicit demographic comparison to the district.</li> <li>• The description of parent engagement and involvement is somewhat brief.</li> </ul>	

<b>F. Effectively Serving All Students</b>	
Charter schools are obligated to take specific actions to ensure an open, fair, non-selective method of attracting and enrolling students, and all charter schools need to be ready to serve the group of students that choose to attend. In this section, describe your plan to offer a continuum of services for all types of students, including those that are educationally disadvantaged (such as low-income, special education, English learners, homeless, migrant and other at-risk students) and gifted and talented.	
<b>TOTAL POINTS</b>	<b>12/12</b>
<b>Reviewer Comments – Effectively Serving All Students</b>	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>• Extremely strong SPED partnership model. Demonstrates meaningful commitment to all learners.</li> <li>• Better-than-average nutrition + transportation plans.</li> <li>• The application describes sufficient strategies for meeting the needs of educationally disadvantaged students and students with special needs.</li> <li>• The school seems well positioned to meet the nutritional and transportation needs of its students through its partnership with the West Ada school district.</li> <li>• It is also notable that the school can make use of West Ada's special education services.</li> </ul>	

<b>G. Staffing and Professional Development Plan</b>	
Describe the approach to staffing, inclusive of ratios, positions, etc. required for effective implementation of the chosen education model. Further, describe the process in which all staff will be supported in their ongoing professional development.	
<b>TOTAL POINTS</b>	<b>4/4</b>
<b>Reviewer Comments – Staffing and Professional Development Plan</b>	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>• Strong alignment of PD to industry and academic goals.</li> <li>• Teacher growth system well described.</li> <li>• It is notable that the school uses its robust healthcare professional network to find educators experienced in relevant fields to serve at the school.</li> <li>• The staffing and professional development practices described in the application seem sufficient to reasonably meet the needs of the school.</li> </ul>	

**H. Financial Management and Monitoring Plan**

As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial stability. In this section, explain your school’s plan to be compliant, strategic, and responsible with finances and business services.

**TOTAL POINTS**

**7/7**

**Reviewer Comments – Financial Management and Monitoring Plan**

**Strengths:**

- Exceptionally robust financial oversight and district partnership model.
- Clear sustainability evidence.
- The included budget and narrative appear reasonable and align with the described goals of the school and purpose of the project.
- The description of budget features in the narrative was particularly useful.

**I. Board Capacity and Governance Structure**

A competent, trained governing board is essential to the success of a public charter school. In this section the school will demonstrate how it has developed a strong governing board with a diverse set of skills. Board members should understand their roles and responsibilities and have in place a transition plan and ongoing professional development to maintain board strength going forward.

**TOTAL POINTS**

**12/12**

**Reviewer Comments – Board Capacity and Governance Structure**

**Strengths:**

- Board expertise aligns perfectly with school mission.
- Clear understanding of oversight responsibilities.
- The description of board seats and assigned areas of expertise to each is excellent and a thoughtful example of purposeful governance.
- The narrative includes an appropriate description of the board's role and processes for governance.
- The description of the board's investment in its own development is sufficient.

**J. School Leadership and Management**

This section should describe the intended leadership structure of your school and demonstrate a strong leadership and staffing plan that ensures high-quality implementation and sustainability of the school.

**TOTAL POINTS**

**10/10**

**Reviewer Comments – School Leadership and Management**

**Strengths:**

- Deep leadership experience.
- Clear systems for long-term sustainability.
- Strong alignment between leadership, board, and district supports.
- The leadership roles and structure of responsibilities described in the application seem sound, as does the process for annually evaluating the executive director.
- The school clearly benefits from a strong core of expertise in leading the academic and operational programs.
- The narrative includes descriptions of risk mitigation processes.



Overall comments

**Reviewer Comments**

- Strong coherent model with: high instructional maturity; strong leadership continuity; outstanding partnerships; a proven track record of academic and workforce-aligned success; a stable financial and operational framework; and continued deep community demand.
- The application includes a particularly robust description of summative and interim assessment use to drive instruction, design interventions, and serve diverse students.
- The entire project narrative tightly aligns with the goals and design of the expanded educational program.
- The expansion is well-justified using both industry demand data and waitlist data.
- The application is lacking a goal that is directly aligned to reading and math outcomes, and the curricular choices could have been more robustly justified.



APPLICATION TOTAL POINTS		
Rubric Section	Points Awarded	Points Possible
A. Grant Project Goals	<u>9</u>	10
B. Educational Philosophy, Instructional Practices, and Curriculum	<u>18</u>	20
C. Teaching and Learning	<u>6</u>	6
D. Student Academic Achievement Standards	<u>9</u>	9
E. Student Demand and Community/Local Support	<u>10</u>	10
F. Effectively Serving All Students	<u>12</u>	12
G. Staffing and Professional Development Plan	<u>4</u>	4
H. Financial Management and Monitoring Plan	<u>7</u>	7
I. Board Capacity and Governance Structure	<u>12</u>	12
J. School Leadership and Management	<u>10</u>	10
<b>STANDARD POINTS AWARDED</b>	<b><u>97</u></b>	<b>100</b>
<b>Priority Points: 2 Additional Points</b> may be awarded for schools that articulate a plan to serve and intentionally meet the unique needs of students in <b>rural</b> geographic areas.	<u>0</u>	2
<b>Priority Points: 2 Additional Points</b> may be awarded for schools that provide a high-quality <b>high school</b> program.	<u>2</u>	2
<b>Priority Points: 2 Additional Points</b> may be awarded for schools that articulate a plan to serve and intentionally meet the unique needs of a student population of <b>more than 50% economically disadvantaged</b> students.	<u>0</u>	2
<b>Priority Points: 2 Additional Points</b> may be awarded for schools that serve a <b>100% at-risk</b> student population.	<u>0</u>	2
<b>Priority Points: 2 Additional Points</b> for schools <b>authorized by a public school district</b> .	<u>2</u>	2
<b>TOTAL POINTS AWARDED</b>	<b><u>101</u></b>	<b>110</b>

