

## Subchapter E Application 701-21-106

### SCHOOL OVERVIEW



Targeted Community and Anticipated Student Population			Score	Possible
Criterion				
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Provide a compelling rationale for the geographic location selected that references the applicant's ability to serve the community in that location and describes the applicant's current connections to the community.		
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Explain how the proposed model will provide students and families with an innovative, high-quality option that is not currently available within the proposed geographic boundaries.		
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Offer realistic attendance boundaries.		
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Demonstrate an understanding of the student population in the proposed community, including realistic demographic projections and a description of the needs of students in that community. If demographic projections deviate significantly from the surrounding districts, a compelling rationale for the proposed projection must be provided.		
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Explain the rationale for the proposed enrollment projection in Year 1 and the basis for the proposed growth plan. Enrollment projections for the first year of operation must be realistic.		
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Enrollment projections are congruent with the financial workbook.		
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Provide a clear rationale for the number of campuses requested.		
Meets Does Not Meet	[1] [0]	OPTIONAL Priority Point: List a proposed campus within the boundaries of the attendance zone of a campus assigned an unacceptable performance rating for the past two years.		
Meets Does Not Meet	[1] [0]	OPTIONAL Priority Point: [CSP ADDENDUM] The applicant proposes to open the proposed charter school in a Qualified Opportunity Zone.		

Community Engagement			Score	Possible
Criterion				
Meets/Exceeds	[2]	Provide evidence of meaningful support from community members and parents of potential students. Describe their role in developing the proposed school.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	Present a clear rationale for all outreach strategies that were employed.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	Demonstrate significant board involvement with the planning and implementation of outreach activities.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	[CSP ADDENDUM] Present clear and strong plans to solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.		
Partially Meets	[1]			
Does Not Meet	[0]			

## SCHOOL DESIGN



Mission, Vision, and Overview of School Design			Score	Possible
Criterion				
Meets/Exceeds	[2]	Articulate the mission and vision clearly and concisely.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	[CSP ADDENDUM] Present a clear and robust educational program for the proposed charter school.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	Describe how stakeholders, particularly board members, have been engaged—and will continue to be engaged—in creating and iteratively refining the school's mission, vision, and values.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	Outline the key design elements of the proposed model.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	Make a compelling case to explain how the proposed model will provide a high quality option, which does not currently exist, and that will effectively serve students in the proposed community.		
Partially Meets	[1]			
Does Not Meet	[0]			

## Curriculum and Instruction

		Criterion	Score	Possible
Meets/Exceeds	[2]	Present a framework for a rigorous, comprehensive, quality curriculum that is aligned to the Texas Essential Knowledge and Skills (TEKS) standards, aligned horizontally, (across content areas within a grade level), and aligned vertically (across grade levels for core content area). Include courses to be offered at each grade level, learning goals for each course, and expectations for student success.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	Explain how the curriculum will be differentiated for English learners, students with disabilities, and other student groups.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	Detail the specific instructional materials that will be used to implement the school's proposed curriculum with fidelity. Provide evidence that these resources will be appropriate and effective for the targeted students.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	Present a fully developed sample course scope and sequence that is aligned with the TEKS and includes learning goals, assessments, instructional materials, units that will be covered in sequence, the time allotted to each unit, and differentiation strategies.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	Outline sound instructional methods that will be used to deliver the curriculum and explain why they are well suited for the targeted student population. Describe how teachers will use classroom routines and instructional strategies to maximize instructional time, provide rigorous high-quality learning experiences, promote critical thinking, and effectively differentiate instruction to meet the needs of all students, including English learners, students with disabilities, and other student groups.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	Describe how the proposed school will incorporate social and emotional learning into its model (if applicable) to facilitate students' mental, emotional, and social development.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	Outline a robust process to continuously develop, improve, and refine the curriculum. Explain how the school will evaluate the effectiveness of the proposed curriculum and instructional strategies and make changes to iteratively improve the school's curriculum and instruction.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	Reflect any program costs related to the curriculum and instructional materials in the financial workbook.		
Partially Meets	[1]			
Does Not Meet	[0]			

## Strategies for Assessment of Learning and Data-Driven Instruction

Criterion		Score	Possible
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Identify valid, reliable, grade-level appropriate assessments (including baseline, formative, interim, and summative assessments) the school will use to measure and evaluate students' academic progress.	
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Provide a clear rationale for the selection of these assessments, including how they are aligned with state standards and the school's mission, educational program, and performance goals.	
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Detail specific assessment schedules for administration of the selected assessments.	
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Describe how the school will collect, analyze, and utilize data from these assessments to refine and improve instruction.	
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Outline procedures for taking corrective action if student performance falls below described goals, how student progress will be monitored, and what additional steps will be taken if the selected interventions were not successful.	
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Reflect any program costs related to the assessment program in the financial workbook.	

## Supports for Special Populations

Criterion		Score	Possible
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Present a sound explanation for the projections of special populations and at-risk groups that the school expects to serve.	
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Demonstrate understanding of—and capacity to fulfill—state and federal obligations and requirements pertaining to students with disabilities, students identified as gifted/talented, and English learners (ELs).	

Meets/Exceeds	[2]	Outline a comprehensive and compelling plan to identify and serve students with disabilities that includes plans to ensure students with disabilities have access to a free appropriate public education (FAPE) that meets their unique needs in the least restrictive environment (LRE), high school students have well-developed transition plans, all students with disabilities receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and all students have access to schoolwide educational, extra-curricular, and culture-building activities.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Outline a comprehensive and compelling plan to identify and serve ELs, including methods for appropriate identification of ELs, specific programs, practices, and strategies the school will employ to ensure ELs have equitable access to grade-level academic content, plans for monitoring student progress (in both academic content areas and in language proficiency), plans for exiting ELs from services, and plans for ensuring ELs have equitable access to schoolwide educational, extra-curricular, and culture-building activities.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Detail plans to identify and serve gifted/talented students or provide a clear rationale for the exclusion of such services.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Describe systematic district-level plans to develop a range of programs that will meet all students' needs, monitor students' progress over time, and evaluate the success of programs designed for students with disabilities, ELs, and gifted/talented students.
Partially Meets	[1]	
Does Not Meet	[0]	

School Culture and Safety			
Criterion		Score	Possible

Meets/Exceeds	[2]	Present a clear plan for establishing and maintaining a school culture that is aligned with the school's mission, promotes high expectations, and communicates shared values and expectations for all students, including English learners, students with disabilities, and students at risk of academic failure. The school culture described is clearly designed to promote a positive, rigorous, and inclusive academic environment and positive social and emotional development for students.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Explain the systems and structures that will support implementation of the school culture, including proactive and responsive support services (e.g., counseling, mentoring, external service referrals) that address students' needs.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Outline legally sound policies for student discipline that include: incentives for positive behavior; clear definitions of offenses for which students may or must be suspended or expelled; procedures for due process; and appropriate processes for students with disabilities.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Describe discipline structures and systems that align with the school's proposed culture. Explain how the school's discipline policy will be implemented consistently to foster a safe, supportive, inclusive, and productive learning environment for all students, including how discipline referrals and interventions will be tracked and how that data will inform adaptations to practice or policy.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Describe an appropriate plan for disseminating the discipline policy to teachers, parents, and students.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Discuss the required dress code or uniform policy.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Outline a clear and comprehensive safety and security plan, including the creation of a Safety and Security Committee.
Partially Meets	[1]	
Does Not Meet	[0]	

Promotion and Graduation Requirements			
		Criterion	Score      Possible

Meets/Exceeds	[2]	Outline clear, rigorous promotion and exit policies and standards.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Discuss promotion and graduation standards for students with disabilities.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Describe how and when promotion and graduation criteria will be communicated to parents and students.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Present a sound plan for meeting Texas high school graduation requirements (including credits, GPA calculation, transcripts, electives, etc.).
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Explain how the school's graduation requirements will ensure that students are prepared for college or other postsecondary opportunities.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Describe effective systems, structures, and supports for students at risk of dropping out or of not meeting promotion or graduation requirements.
Partially Meets	[1]	
Does Not Meet	[0]	

Family and Community Engagement		
	Criterion	Score Possible

Meets/Exceeds	[2]	Outline a clear and comprehensive plan to create a welcoming and inclusive environment that will engage parents and community members in the school and build family-school partnerships that strengthen student learning.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Specify how parents who speak a language other than English will be engaged in the school and how staff will communicate with them in a language they understand.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Describe how parent satisfaction and community engagement data will be solicited on a regular basis, analyzed, and used to adapt plans if goals were not met.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Highlight community resources that will be used to support the school's education program and to provide services for students and families.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Address the statutory requirement to distribute information to parents that summarizes the professional qualifications of the school's staff.
Partially Meets	[1]	
Does Not Meet	[0]	

## LEADERSHIP AND GOVERNANCE



Board Structure and Qualifications		
	Criterion	Score Possible

Meets/Exceeds	[2]	Provide a detailed description of the board's structure and primary responsibilities that demonstrates a thorough understanding of the differences between the roles and responsibilities of the board versus the school leader and that is consistent with state law.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	[CSP ADDENDUM] Describe the roles and responsibilities of the charter school, any partner organizations, and charter management organization, as applicable, including the administrative and contractual roles and responsibilities of such partners.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Describe a fair, accessible grievance process that specifies the role of the board when a staff member or a parent has a grievance and clearly articulates goals in terms of monitoring and resolving staff and parent complaints.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Outline a process that will be used to regularly evaluate board function and strengthen board practices.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	[CSP ADDENDUM] Identify at least three specific, measurable, attainable, relevant, and time-bound student outcome goals that will be reached by the beginning of Year 3 of operations.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	[CSP ADDENDUM] Present realistic and viable plans to evaluate data to determine progress towards meeting the outcome goals and how it will use that data to modify the program(s)- including a preliminary timeline when updates on outcome goals will be reported to the board.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	[CSP ADDENDUM] Present clear and robust plans to support the use of effective parent, family, and community engagement strategies to operate the proposed charter school.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Identify a diverse roster of proposed board members who have a range of skill sets in areas such as: education, finance, law, facilities, management, marketing, human resources, fundraising, community service, or parent involvement. As documented through résumés and biographical affidavits, proposed board members should have: the experience and qualifications necessary to implement the proposed educational program; the capacity to found and sustain an excellent charter school; the ability to manage public funds effectively and responsibly; and tangible ties to, and broad and diverse representation from the communities the school will serve.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Provide organizational charts that clearly describe lines of authority and communication between the board and the superintendent and between school leaders and staff at the proposed school. The charts also note any core operations that will be outsourced to third parties, consultants, or to the school's third party service provider.
Partially Meets	[1]	
Does Not Meet	[0]	



Meets/Exceeds	[2]	Outline a sound plan for supporting, developing, and evaluating the superintendent. Provide well-developed examples of tools that will be used to evaluate the performance of the superintendent. Metrics on which the superintendent is evaluated should include: governance and board relations; community relations; staff management; academic performance; finance and operations; and instructional leadership. Evaluation tools should be aligned with the school's mission and goals and with the measurable performance expectations that were described.
Partially Meets	[1]	
Does Not Meet	[0]	

Proposed Superintendent Qualifications		
	Criterion	Score      Possible

Meets/Exceeds	[2]	Provide compelling evidence to demonstrate that the proposed superintendent (documented by a résumé/professional biography) has the skills, experience, and capacity to design, launch, and lead a high-quality school that effectively serves the targeted population OR outline a clear process (including timelines and criteria) to recruit, select, and hire an effective superintendent.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Propose a starting salary range that is reasonable with respect to experience, estimated student enrollment, and amounts-per-student.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Present a proactive leadership succession plan to ensure consistency in implementing the mission and vision of the school. Describe how a leadership pipeline will be developed and maintained, including both internal candidate development and external partnerships for leadership development.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Reference budget amount(s) that are congruent with the financial plan workbook.
Partially Meets	[1]	
Does Not Meet	[0]	

Proposed Instructional Leadership Team		
	Criterion	Score      Possible

Meets/Exceeds	[2]	Provide compelling evidence to demonstrate that the school's instructional leadership team has the collective qualifications (documented by résumés or job descriptions for all members) to implement the proposed model successfully, including skills, experience, and capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; data-driven decision making; special populations (including, but not limited to English learners and students with disabilities); professional development; performance management; experience in or knowledge of the target community; and parent and community engagement OR outline a clear process (including timelines and criteria) to recruit, select, and hire an effective team.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Outline a sound plan for supporting, developing, and evaluating school leaders. Provide well-developed examples of tools that will be used to evaluate the performance of school leaders. These tools should be aligned with the school's mission and goals and with the measurable performance expectations that were described for each role.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Reference budget amount(s) that are congruent with the financial plan workbook.
Partially Meets	[1]	
Does Not Meet	[0]	

Proposed Financial and Operations Leadership Teams		
	Criterion	Score      Possible

Meets/Exceeds	[2]	Provide compelling evidence of the applicant team's capacity to effectively implement the financial plan.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Demonstrate that the financial team has (or will be required to have) sufficient experience and expertise in the following areas: budget development; financial management; accounting and internal controls; and fundraising/development.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Demonstrate that the operations team has (or will be required to have) sufficient experience and expertise in the following areas: general operations; facilities acquisition and management; talent management (including recruiting, hiring, and managing staff); policy development and implementation; contract management; reporting data in PEIMS; student recruitment and enrollment; and school safety.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Describe a comprehensive plan to train any individuals who will fulfill PEIMS-related duties.
Partially Meets	[1]	
Does Not Meet	[0]	

Performance Management				
Criterion			Score	Possible
Meets/Exceeds	[2]	Present meaningful and measurable indicators and performance targets that will be used to evaluate the school's academic, financial, and operational performance during the school year, at the end of the school year, and at the end of the first charter term.		
Partially Meets	[1]			
Does Not Meet	[0]			

Meets/Exceeds	[2]	Describe the roles of school leaders, staff, and board members in the collection, analysis, and use of data.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Outline how data will be used to identify areas for growth and to inform decisions about changes that will be made to improve the school's academic, financial, or operational performance.
Partially Meets	[1]	
Does Not Meet	[0]	

## TALENT MANAGEMENT AND DEVELOPMENT



Talent Management				
Criterion			Score	Possible
Meets/Exceeds	[2]	Outline a comprehensive, well-developed talent management plan—including strategies, timelines, and responsible individuals—that is likely to result in the school attracting, recruiting, hiring, and placing high-quality staff who will effectively serve all students.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	Describe an ongoing and proactive recruitment campaign that includes many sources for high-quality candidates with desired areas of expertise.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	Address any foreseeable obstacles to successfully recruiting quality staff and provide clear strategies to overcome those obstacles.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	Outline specific, sound strategies to address unforeseen staff shortages.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	Describe a strategic approach to placing teachers that is based on student needs and teacher strengths.		
Partially Meets	[1]			
Does Not Meet	[0]			

Meets/Exceeds	[2]	Explain how the school will evaluate the effectiveness of its talent management plan—including specific strategies, metrics, targets, and schedules—and adapt existing policies or processes if targets are not met.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Outline clear procedures for hiring and dismissing school personnel, including how criminal background checks will be conducted.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Describe compensation packages that are likely to attract and retain high-quality staff.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Explain how school leaders will employ targeted and personalized strategies to retain staff, particularly high-performing teachers.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Present a staffing chart and supporting documents that are viable and adequate for the effective implementation of the proposed educational program. The staffing chart should reflect a sensible allocation of staff—for each year—to central office, administrative, instructional, and non-instructional positions. The instructional positions should include adequate numbers of bilingual/ESL teachers, special education teachers, paraprofessionals, and specialty teachers.
Partially Meets	[1]	
Does Not Meet	[0]	

### Professional Development and Evaluation

Criterion		Score	Possible
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Meets/Exceeds	[2]	Describe the proposed professional development plan and discuss how the components of that plan are aligned with the school's mission, goals, and proposed educational program. Including a clear distinction between internal or external aspects of the plan, and whether it will be individualized or uniform.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Outline a clear schedule for professional development that will occur both before the school opens and during the school year. Demonstrate that the professional development offered will be sufficient to support teachers in implementing the complete educational program with fidelity. Including a viable plan to compensate teachers for their time during the induction period.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Describe, in the professional development plan, an induction program that will prepare all teachers, especially newly-hired teachers, to deliver any unique or particularly challenging aspects of the educational program.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Describe how the professional development plan allocates time for teacher collaboration, planning, and data analysis.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Explain how professional development content is informed and differentiated by data on student performance, teacher evaluations/coaching cycles, and teacher needs and interests.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Describe how teachers will be trained to support the unique needs of all students, including English learners and students with disabilities.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Outline the plan for providing teachers with formative and summative feedback that can inform their practice, including tools and processes that will be used to evaluate teachers throughout the school year. Explain how school leaders will address unsatisfactory teacher performance.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Present a professional development plan that is aligned with the school's proposed calendar, daily schedule, staffing plan, and financial workbook.
Partially Meets	[1]	
Does Not Meet	[0]	

## OPERATIONAL AND FINANCIAL PLANS



School Calendar and Schedule			
Criterion		Score	Possible

Meets/Exceeds	[2]	Present an annual school calendar that meets or exceeds state requirements (at least 75,600 minutes of instruction) and aligns with the proposed educational program.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Present a clear example of a daily and weekly schedule that meet state requirements for instructional minutes and are consistent with the proposed educational program.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Provide a compelling rationale to explain how the school schedules and annual calendar will optimize student learning.
Partially Meets	[1]	
Does Not Meet	[0]	

## Student Recruitment and Enrollment

		Criterion	Score	Possible
Meets/Exceeds	[2]	Outline a detailed marketing and recruitment plan, including strategies, timelines, responsible parties, costs, and benchmarks. Explain how the plan will lead to attainment of the school's enrollment targets in Year 0 (start-up) and Year 1.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	Identify any groups to be targeted for student recruitment and describe why these groups will be well served by the school's proposed educational program.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	Describe differentiated outreach strategies that will be used to ensure all students and families have equitable access to the school, including: low-income families; English learners; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	Present metrics that will measure the effectiveness of the recruitment plan in Year 0 and Year 1.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	Outline contingency plans that will be implemented if enrollment numbers are lower than expected.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	Present costs associated with recruitment and marketing efforts that are congruent with the financial workbook.		
Partially Meets	[1]			
Does Not Meet	[0]			
Meets/Exceeds	[2]	Provide a clear school admission and enrollment policy that includes tentative start and end dates for the application window and the enrollment period; enrollment deadlines and procedures; policies and procedures for student waiting lists and lotteries; policies and procedures for withdrawals, re-enrollment, and transfers; and an explanation of the purpose of any pre-admission activities for students or parents.		
Partially Meets	[1]			
Does Not Meet	[0]			

Facility Acquisition [Identified]		
	Criterion	Score      Possible
ONLY SCORE THIS SECTION IF A FACILITY HAS BEEN IDENTIFIED		

Meets/Exceeds	[2]	Provide a detailed description of the facility, including location, amenities, and the number and size of classrooms, common areas, and recreational space(s).
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Explain how the facility aligns to the proposed school's mission, vision, educational program, operational plan, and enrollment growth projections.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Review the process that was used to identify and secure the proposed facility (together with the requisite financing), including market research, selection criteria, timelines, and relevant individuals/organizations that played a significant role in the procurement process.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	If applicable, outline a sound renovation/construction plan—including timelines and costs—that will bring the facility into compliance with local building codes and the Americans with Disabilities Act.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Provide evidence of the commitment to secure the facility, or describe the plan to purchase or lease the facility, which includes timelines and costs.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Present budget costs and financing arrangements that are congruent with the financial workbook.
Partially Meets	[1]	
Does Not Meet	[0]	

Facility Acquisition [Not Identified]		
	Criterion	Score      Possible
ONLY SCORE THIS SECTION IF A FACILITY HAS NOT BEEN IDENTIFIED		

Meets/Exceeds	[2]	Provide a detailed description of both ideal and minimum facility needs, including location, amenities, and the number and size of classrooms, common areas, and recreational space(s).
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Explain how the ideal facility will align to the proposed school's mission, vision, educational program, operational plan, and enrollment growth projections.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Outline a sound plan to identify and secure a facility (together with the requisite financing), including market research, selection criteria, timelines, and costs.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Identify the relevant individuals/organizations that will play significant roles in the facility selection and procurement process, including their qualifications and/or experience.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	If applicable, outline a sound renovation/construction plan—including timelines and costs—that will bring the selected facility into compliance with local building codes and the Americans with Disabilities Act.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Present budget costs and financing arrangements that are congruent with the financial workbook.
Partially Meets	[1]	
Does Not Meet	[0]	

Transportation		
	Criterion	Score Possible

Meets/Exceeds	[2]	Present a detailed transportation plan, or travel voucher program, that will effectively serve all potential students in the proposed geographic boundaries, including low-income students and students with disabilities whose IEP requires transportation.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Present clear and viable plans to meet transportation needs for field trips and athletic events.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Present budget costs and financing arrangement(s) that align with the financial workbook and that are fiscally viable.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	[CSP ADDENDUM] Present clear and viable plans to meet the transportation needs of the students at the proposed charter school.
Partially Meets	[1]	
Does Not Meet	[0]	

Startup Plan		
	Criterion	Score Possible

Meets/Exceeds	[2]	Outline a detailed and comprehensive start-up plan for leading the development of the school from post-approval to opening. The plan should specify tasks, timelines, and individuals responsible for each task.
Partially Meets	[1]	
Does Not Meet	[0]	



Meets/Exceeds	[2]	Outline the costs associated with all start-up activities listed in the start-up plan.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Identify a capable individual or team to lead the planning and start-up. Outline a viable plan for compensating the individual or team that is aligned with the budget.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Include contingency plans that describe how the start-up plan will be modified in the event of a budget shortfall.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Describe how the board will monitor the implementation of the start-up plan and budget.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	Present expenses and revenues that are congruent with the financial workbook.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	[CSP ADDENDUM] Present costs in the budget that are appropriate for the results expected.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	[CSP ADDENDUM] Identify personnel, materials, and other identified expenses that support the outlined activities.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	[CSP ADDENDUM] Present funds that are reasonable and necessary for achieving the objectives.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds	[2]	[CSP ADDENDUM] Present a clear plan to maintain financial sustainability after the end of the grant.
Partially Meets	[1]	
Does Not Meet	[0]	

Financial Planning			
Criterion		Score	Possible

Meets/Exceeds	[2]	Outline sound systems, policies and processes for financial planning, accounting, purchasing, and payroll, including a description of how the financial team will establish and maintain strong internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits.
Partially Meets	[1]	
Does Not Meet	[0]	

Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Differentiate the roles and responsibilities of the school's administration and governing board for school finances.
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Present clear plans for public adoption of the school's budget and public dissemination of its annual financial and compliance report (AFR).
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Describe how the charter will maintain administrative, business, financial, payroll, personnel, and other records separate from those of the college or university.
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Provide a rationale for each proposed service to be contracted, identify the professional qualifications that will be required for each vendor, and detail specific costs, timelines, and selection processes for all prospective vendors.
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Present complete, realistic, and viable start-up and five-year operating budgets.
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Present a detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions that identify the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable).
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Present Average Daily Attendance (ADA) estimates that are congruent with student enrollment projections.
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Describe all repayment terms for borrowed funds.
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Outline a sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Provide evidence to demonstrate the charter applicant has a strong financial record.
Meets/Exceeds Partially Meets Does Not Meet	[2] [1] [0]	Describe fundraising plans that include goals, timelines, and responsible individuals.

INTERNAL COHERENCE



Criterion		Score	Possible
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Superior	[5]	The application demonstrates internal coherence, all of the sections are consistent, and collectively propose a comprehensive plan that will lead to a successful school.
Advanced	[4]	
Meets	[3]	
Minimal	[2]	
Incoherent	[1]	

**Superior:** Demonstrates a strong central plan; provides compelling support; organized clearly and logically with well developed major points. The proposal also expresses ideas vividly.

**Advanced:** Demonstrates a strong central plan; organized clearly and logically but the supporting evidence may not be especially vivid or thoughtful.

**Meets:** Functional presentation, structure, and organization. Not quite advanced but stronger than minimal.

**Minimal:** Outlines a plan but evidence and support tends to be general with weak alignment to the schools proposed mission and vision.

**Incoherent:** Lacks a central plan. Demonstrates weak organization and supporting evidence is used illogically.