



WASHINGTON STATE  
*Charter School Commission*  
STUDENTS • INNOVATION • TRANSPARENCY

# NEW CHARTER SCHOOL APPLICATION EVALUATION RUBRIC

For Schools Opening in the 2022-2023 School Year

Issue Date: April 1, 2020







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# ABOUT THIS DOCUMENT

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## Introduction

The New Charter School Application Evaluation Rubric (Rubric) provides the authorizer and application evaluators with a means of determining the quality of a charter school application. The Rubric is also intended to provide a common language for evaluators to draw on throughout the entire application evaluation process.

Criteria and indicators of quality are provided for each section of the application. A proposal that sufficiently addresses the prompts in section will receive a rating of either a “Meets” or “Exceeds” for that section. It should be noted that a section rating of “Exceeds” signifies that the response is exemplary and exceeds the expectations of reviewers.

A rating of “Partially Meets” on a section indicates that the response only partially meets the expectation, and rating of “Does Not Meet” signifies that the response does not meet the expectation.

Certain items are rated as a “YES” or “NO”. A “YES” signifies that the applicant has met the criteria; a “NO” means the applicant does not meet or partially meets the criteria.

The application evaluators must objectively review the ratings for each section of a category in order to provide an overall score for each of the application categories. It is appropriate for authorizers to prioritize sections and to weight certain sections of the application based on those priorities.

It should be understood that opening and maintaining a successful, high-performing charter school depends on having a complete, coherent plan and identifying highly capable individuals to execute that plan. It is not an endeavor for which strengths in some areas can compensate for material weaknesses in others. *Therefore, in order to receive a recommendation for approval, applications must maintain a “Meets” rating in all categories.*

Before being assigned to evaluators, proposals will have already been reviewed for completeness by Washington State Charter School Commission staff.



## Rating Characteristics

The evaluation team assesses each application against the Rubric. In general, the following definitions guide evaluator ratings:

**Exceeds**

- Clear and complete responses to all prompts. Consistently detailed, comprehensive explanations provided, including specific evidence that shows robust preparation. Presents a clear, explicit picture of how the school expects to operate. When applicable, responses connect cohesively to other sections of the program. When applicable, the information/evidence demonstrates a high degree of capacity to implement the proposed program.

## Meets

- Clear and complete responses to all prompts. Sufficient explanations provided, including evidence that shows preparation. Presents a clear picture of how the school expects to operate. When applicable, responses connect to other sections of the program. When applicable, the information/evidence provided demonstrates capacity to implement the proposed program.

### Partially Meets

- Clear and complete response to some but not all prompts. The response provides partial explanations and lacks meaningful detail or requires additional information in one or more key areas. When applicable, responses provide limited connections to other sections. When applicable, the information/evidence provided demonstrates some/limited capacity to implement the proposed program.

**Does Not Meet**

- Unclear and/or incomplete responses to most prompts. The response provides insufficient details to most prompts. Responses lack connections to related sections. Responses demonstrate lack of preparation and/or raises substantial concerns about the applicant's understanding of, or ability to, implement an effective plan.



# CATEGORY 1: EDUCATIONAL PLAN AND CAPACITY

Section 1: School Overview					
Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 1.1: Educational Need, Anticipated Student Population, and Challenges</b>	The applicant provides little or no evidence of the school's educational need and/or anticipated student population, and/or a description of how the school will increase opportunities for at-risk students, and/or how the applicant team has assessed need for the school. The applicant does not identify any enrollment priorities the school intends to employ (based off of the data for the geographic location). The applicant does not describe non-academic challenges.	The applicant partially outlines the anticipated student population, though it is unclear and lacks meaningful details about the educational need and/or anticipated student population and/or a description of how the school will increase opportunities for at-risk students and/or how the applicant team has assessed need for the school. The applicant partially identifies any enrollment priorities the school intends to employ (based off of the data for the geographic location). The applicant partially describes non-academic challenges.	The applicant outlines a clear description of the proposed student population and the educational needs of the anticipated student population and non-academic challenges the school is likely to encounter, the rationale for the number of students and grade levels served in year one of the attendance projection and the basis for the growth plan in the enrollment attendance projection. There is a description of how the school will increase opportunities for at-risk (as defined in RCW 28A.710.010) students and how the applicant team has assessed need for the school and the basis for the growth plan in the enrollment attendance projection. The applicant clearly identifies any enrollment priorities the school intends to employ (based off of the data for the geographic location), and is consistent with applicable restrictions on enrollment eligibility and selection. The applicant clearly describes non-academic challenges.	The applicant demonstrates a clear, comprehensive understanding of the anticipated student population and capacity to implement the proposed school plan in its description of the proposed student population and the educational needs of the anticipated student population and non-academic challenges the school is likely to encounter, the rationale for the number of students and grade levels served in year one of the attendance projection. There is a detailed description of how the school will increase opportunities for at-risk students and how the applicant team has assessed need for the school and the basis for the growth plan in the enrollment attendance projection. The applicant clearly and specifically identifies any enrollment priorities the school intends to employ (based off of the data for the geographic location), and are consistent with applicable restrictions on enrollment eligibility and selection. The applicant clearly describes non-academic challenges, in detail.	



## Section 1: School Overview

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 1.2: Geographic Location</b>	The applicant provides little to no description of the geographic location of the school, and/or the rationale for selecting the school location, and student body. The rationale does not connect to the educational program, anticipated student population, and/or non-academic challenges.	The applicant provides a description of the geographic location of the school, the rationale for selecting the school location and student body. The rationale partially connects to the educational program, anticipated student population, and/or non-academic challenges.	The applicant describes a clear picture of the geographic location of the school, the rationale (including data) for selecting the school location, and student body. The rationale connects to the educational program, anticipated student population, and/or non-academic challenges.	The applicant provides specific evidence (eg. census data, achievement data, etc) to clearly support the geographic location of the school, the rationale for selecting the school location, and student body. The rationale cohesively connects to the educational program, anticipated student population, and/or non-academic challenges.	
<b>Section 1.3: Mission, Vision, and Long-Term Goals</b>	The applicant provides mission and vision statements that little or no description of the students and community to be served, school goals, what success will look like, and/or no alignment with Washington charter law and the Commission's stated priorities. School mission and vision are not connected to Sections 1.1 and 1.2.	The applicant provides a school plan that lacks clarity. The mission and vision statements have a limited description of the students and community to be served, school goals, what success will look like, and/or insufficiently aligns with Washington charter law and the Commission's stated priorities. School mission and vision have limited connections to Sections 1.1 and 1.2.	The applicant provides a clear school plan. The mission and vision statements together include a description of the students and community to be served, s, measurable school goals, what success will look like, and are in alignment with Washington charter law and the Commission's stated priorities. School mission and vision connect to Sections 1.1 and 1.2.	The applicant provides a clear school plan. The mission and vision statements together include a description of the students and community to be served, s, measurable school goals, what success will look like, and are in alignment with Washington charter law and the Commission's stated priorities. School mission, and vision connect cohesively to Sections 1.1 and 1.2..	
<b>Section 1.4: Request for Additional Planning Year</b>	YES or NO: Is the applicant planning to open their school in the fall of 2023? Is rationale provided?				



## Section 2: Family and Community Engagement

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 2.1: Assessment of Demand</b>	<p>The applicant provides little or no evidence that the school has assessed family and community demand for the proposed school and/or there is little to no evidence that there is adequate and diverse support for the school.</p> <p>The tools or methods used to assess demand are unreliable.</p> <p>There is little to no discussion of how families have demonstrated their intent to enroll in the proposed school if authorized.</p>	<p>The applicant demonstrates some assessment of family and community demand for the proposed school or there is limited evidence indicating that there is adequate and diverse support for the school.</p> <p>The tools or methods used to assess demand are reliable, but insufficient.</p> <p>There is limited discussion of how families have demonstrated their intent to enroll in the proposed school if authorized.</p>	<p>The applicant demonstrates that the school has assessed family and community demand for the proposed school and there is evidence of adequate and diverse support for the school.</p> <p>The tools or methods to assess demand are reliable and sufficient.</p> <p>There is a discussion of how families have demonstrated their intent to enroll in the proposed school and evidence of this intent.</p>	<p>The applicant demonstrates that the school has assessed family and community demand for the proposed school and there is significant evidence of adequate and diverse support for the school.</p> <p>The tools or methods used to assess demand are reliable and verifiable.</p> <p>There is a discussion of how families have demonstrated their intent to enroll in the proposed school and significant evidence of this intent.</p>	



## Section 2: Family and Community Engagement

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Section 2.2-2.5: Family and Community Engagement	The applicant provides little or no description and/or evidence of the specific role to date of the families and community members involved in developing the proposed school.	The applicant describes, but provides limited evidence of the role to date of the families and community members involved in developing the proposed school.	The applicant describes and provides evidence of the specific role to date of the families and community members involved in developing the proposed school. There is a description of ways that the program or school has been modified or enhanced to meet specific requests from families and/or the community (if applicable).	The applicant describes in detail and provides significant evidence of the specific role to date of the families and community members involved in developing the proposed school. There evidence of ways that the program or school has been modified or enhanced to meet specific requests from families and/or the community (if applicable).	
	There is little to no description of how the school will engage families and community members from the time that the school is approved through opening.	The description of how the school will engage families and community members from the time that the school is approved through opening has limited outreach strategies, and the nature of family and community engagement is unclear.	The description of how the school will engage families and community members from the time that the school is approved through opening has effective outreach strategies, and the nature of family and community engagement is clear.	The description of how the school will engage families and community members from the time that the school is approved through opening has extensive effective outreach strategies, and the nature of family and community engagement is clear and comprehensive.	
	The applicant includes little or no description of how the school will engage families in the life of the school.	The applicant includes a description of how the school will engage families in the life of the school, though it is limited.	The applicant includes a clear description of how the school will engage families in the life of the school and how this plan will be inclusive. There is a sufficient plan for building family-school partnerships and a description of any commitments or volunteer activities the school will seek from or offer to families.	The applicant includes a clear, detailed description of how the school will engage families in the life of the school. The plan for building family-school partnerships is strong and aligned with the detailed description of any commitments or volunteer activities the school will seek from or offer to families.	
	There are little or no plans for building family-school partnerships and/or a description of any commitments or volunteer activities the school will seek from or offer to families.	The plan for building family-school partnerships and/or the description of any commitments or volunteer activities the school will seek from or offer to families has limited evidence of activities and/or plans for involvement.			
	There is no description of the community resources that will be available to students and families.	There is a partial description of the community resources that will be available to students and families.	There is a clear description of the community resources that will be available to students and families.	There is a clear and detailed description of the community resources that will be available to students and families.	
Section 2 (Overall): Cultural Inclusion	There is insufficient evidence demonstrating that family community outreach efforts are inclusive and/or it is unclear how the family engagement plan will be inclusive	There is limited evidence demonstrating that family and community outreach efforts are inclusive and/or the family engagement plan lacks details about how it will be inclusive.	Some evidence demonstrates that family and community outreach efforts are inclusive. There is a clear picture of how the family engagement plan will be inclusive.	Detailed evidence demonstrates that family and community outreach efforts are inclusive. There is a clear, detailed picture of how the family engagement plan will be inclusive.	



## Section 2: Family and Community Engagement

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 2 (Attachment 3): Evidence of Support and Demand</b>	The applicant provides little to no evidence of family or community demand/support/engagement for the proposed school.	The applicant provides limited evidence of family or community demand/support/engagement for the proposed school.	The applicant provides substantial evidence of family or community demand/support/engagement for the proposed school, including some evidence of families' intent to enroll.	The applicant provides substantial evidence of family or community demand/support/engagement for the proposed school, including significant evidence of families' intent to enroll.	



### Section 3: School Culture and Climate

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 3.1: School Culture and Climate</b>	The applicant includes little or no description of the culture of the proposed school or an explanation of how it will promote student agency, and increase educational equity or how it will promote a positive academic environment and reinforce intellectual and social development for students.	The applicant includes a description of the culture of the proposed school that lacks sufficient detail as to how it will promote student agency and increase educational equity or how it will promote a positive academic environment and reinforce intellectual and social development for students.	The applicant includes a clear description of the culture of the proposed school, explaining how it will promote student agency and increase educational equity and how it will promote a positive academic environment and reinforce intellectual and social development for students.	The applicant includes a clear and detailed description of the culture of the proposed school, explaining how it will promote and sustain student agency and increase educational equity or how it will promote a positive academic environment and reinforce intellectual and social development for students.	
<b>Section 3.2-3.4: Establishing and Maintaining Culture</b>	The applicant includes little or no description of how the school will include students in the creation and ongoing development of the school's culture, establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, and/or there is little or no description of a plan for enculturating students who enter the school mid-year.	The applicant includes a limited explanation of how the school will include students in the creation and ongoing development of the school's culture, establish and maintain the school culture for students, teachers, administrators, and/or parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year. Demonstrates a limited or incomplete understanding of how to create and implement a positive school culture.	The applicant includes a clear description for how the school will include students in the creation and ongoing development of the school's culture, will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year. Demonstrates an understanding of how to create and implement a positive school culture.	The applicant includes a clear and detailed description for how the school will include students in the creation and ongoing development of the school's culture, will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year. Demonstrates a sophisticated understanding of how to create and implement a positive school culture that is supported by research or specific evidence.	
<b>Section 3 (Overall): Inclusion</b>	The applicant includes no explanation for how the school culture will be inclusive, take account of and serve all students, including students receiving special education services, English Language Learners (ELLs) and/or any student at risk of academic failure.	The applicant includes a limited explanation for how the school culture will be inclusive, take account of and serve all students, including students receiving special education services, English Language Learners (ELLs) and/or any student at risk of academic failure.	The applicant includes a clear explanation for how the school culture will be inclusive, take account of and serve all students, including students receiving special education services, English Language Learners (ELLs) and any student at risk of academic failure.	The applicant includes a clear, detailed explanation for how the school culture will be inclusive, take account of and serve all students, including students receiving special education services, English Language Learners (ELLs) and any student at risk of academic failure clearly. Demonstrates the applicant's complete understanding and capacity to ensure cultural inclusiveness for all students.	
<b>Section 3.5-3.6: Typical School Day</b>	YES or NO:				



## Section 3: School Culture and Climate

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
	Did the applicant provide a description of a typical day from the perspective of a general education student, two diverse learners, and a teacher in a grade that will be served in the school's first year of operation?				
<b>Section 3.7: Student Disengagement</b>	The applicant includes an insufficient description of the systems and structures to identify students who are disengaged at school or at risk of dropping out and/or insufficient explanation for how the school's culture will support those students.	The applicant includes a partial description of the systems and structures to identify students who are disengaged at school or at risk of dropping out and/or there is a partial explanation for how the school's culture will support those students.	The applicant includes a clear description of the systems and structures to identify students who are disengaged at school or at risk of dropping out and explanation for how the school's culture will support those students.	The applicant includes a clear, detailed description of the systems and structures to identify students who are disengaged at school or at risk of dropping out and the explanation for how the school's culture will support those students includes evidence supported by research or experience.	



## Section 4: Student Recruitment and Enrollment

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 4.1-4.2: Marketing and Student Recruitment</b>	The applicant includes little or no description of the student marketing and recruitment plan and/or how it will provide equal access to all interested students and families and/or the applicant minimally or not describes the school's plan for outreach to at-risk students.	The applicant includes a limited and incomplete description of the marketing and recruitment plan and/or how it will provide equal access to all interested students and families, and/or the applicant minimally describes the school's plan for outreach to at-risk students.	The applicant includes a sufficient description of the student marketing and recruitment plan and how it will provide equal access to all interested students and families. The applicant describes the school's plan for outreach to at-risk students with a clear picture.	The applicant includes a clear and thorough description of the student marketing and recruitment plan ahead of the school's opening and throughout the charter contract and how it will provide equal access to all interested students and families. The applicant specifically and completely describes the school's plan for outreach to at-risk students.	
<b>Section 4.3: Enrollment Policy &amp; Plan</b>	YES or NO: Does the applicant's enrollment policy include: <ul style="list-style-type: none"> <li>• A non-discrimination statement that complies with state and federal law. In addition to the statement, the policy should articulate that a student may not be denied enrollment due to a disability</li> <li>• A general timeline and plan for student recruitment/engagement;</li> <li>• Tentative dates for application period and enrollment deadlines and procedures, including an explanation of how the school will receive and process Intent to Enroll forms;</li> <li>• The lottery procedures that will be used should student interest exceed capacity. These lottery procedures shall be publicly noticed and open to the public; however, the school must grant enrollment preference to siblings of already enrolled students, with any remaining enrollments allocated through the lottery;</li> <li>• If applicable, how the school will offer a weighted enrollment preference for at-risk students or children of full-time employees of the school; and</li> <li>• Policies and procedures for student waiting lists, withdrawals, reenrollment, and transfers?</li> </ul>				
<b>Section 4 (Overall): Cultural Inclusion</b>	The applicant includes insufficient evidence of how marketing, student recruitment, and/or enrollment policies are culturally inclusive.	The applicant includes partial evidence of how marketing, student recruitment, and/or enrollment policies are culturally inclusive.	The applicant includes clear evidence of how marketing, student recruitment, and enrollment policies are culturally inclusive.	The applicant includes clear and detailed evidence of how marketing, student recruitment, and enrollment policies are culturally inclusive.	



## Section 5: Program Overview

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 5: Educational Program Terms</b>	The applicant does not describe a program of basic education that meets the goals in RCW 28A.150.210. The applicant provides little or no information regarding the essential design elements of the school model, and/or the applicant does not provide at least three measurable Educational Program Terms and/or based on its description, the applicant demonstrates little to no understanding of the research-based (or other) evidence that promises success for this program with the anticipated student population.	The applicant describes a program of basic education that meets the goals in RCW 28A.150.210, but lacks meaningful detail. The essential design elements of the school model and the Educational Program Terms (at least three) lack clarity and/or are not all measurable and/or the applicant demonstrates a limited understanding of the research-based (or other) evidence that promises success for this program with the anticipated student population.	The applicant describes a clear program of basic education that meets the goals in RCW 28A.150.210, including instruction in the essential academic learning requirements and participates in the statewide student assessment system. The applicant provides the essential design elements of the school model, and at least three (no more than five) specific and measurable Educational Program Terms; there is clear alignment to the mission and vision. The applicant provides evidence that the Educational Program or essential design elements of the program are based on proven methods and applicant provides evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.	The applicant describes a clear, detailed, comprehensive program of basic education that meets the goals in RCW 28A.150.210, including instruction in the essential academic learning requirements and participates in the statewide student assessment system. The applicant clearly summarizes the essential design elements of the school model and provides at least three (no more than five) specific and measurable Educational Program Terms; alignment to the mission and vision is cohesive. The applicant provides strong evidence that the educational program or essential design elements of the program are based on proven methods and applicant provides evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.	
<b>Section 5: Culturally Responsive Program, Educational Equity, and Student Agency</b>	The applicant provides little to no mention of the instructional methods and assessment strategies and/or provides little to no description of the culturally responsive instructional aspects of the program and/or the applicant provides little to no mention of how the educational program will increase educational equity and/or student agency.	The applicant partially mentions the instructional methods and/or does not describe in sufficient detail the impact of the culturally responsive instructional aspects of the program on the proposed student population and/or the applicant minimally describes how the educational program will increase educational equity and/or student agency.	The applicant describes the culturally responsive instructional aspects of the educational program in clear terms. The applicant comprehensively describes ways in which the educational program will increase educational equity and student agency.	The applicant clearly describes the culturally responsive instructional aspects of the program and provides specific evidence and a comprehensive understanding of the impact of the culturally responsive aspects of the program on the targeted student population. The applicant provides specific evidence and a comprehensive understanding of how the educational program will increase educational equity and student agency.	



## Section 6: Curriculum and Instructional Design

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 6.1: Basic Learning Environment</b>	The applicant includes little or no description of the basic learning environment and/or reference to class size and structure, and/or mission and vision, or cultural responsiveness.	The applicant includes a description of the basic learning environment that is limited and/or only includes some of the required information, and/or is not aligned to the school mission and vision.	The applicant includes a description of the basic learning environment that is clear, includes class size and structure, is aligned to the school’s mission and vision, and describes evidence that the learning environment is culturally responsive, appropriate and effective for the anticipated students.	The applicant includes a description of the basic learning environment that is clear, detailed and includes class size and structure, is cohesively aligned to the school’s mission and vision, and demonstrates a sophisticated understanding of cultural responsiveness and will be appropriate and effective for the anticipated students.	
<b>Section 6.2: Curriculum Overview</b>	The applicant includes little or no description of school curricula that are aligned to applicable state standards, and/or there is no description of the appropriate course outcomes and/or a scope and sequence ( <b>Attachment 5</b> ).	The applicant’s description of the school’s curricula partially or insufficiently demonstrates alignment to applicable state standards and/or does not demonstrate appropriate course outcomes, and/or a scope and sequence ( <b>Attachment 5</b> ).	The applicant includes an overview of the school’s curricula which demonstrates alignment to applicable state standards with the appropriate course outcomes. A sufficient sample of a scope and sequence for one subject in one grade of each division (elementary, middle, and high) the school will serve is provided in <b>Attachment 5</b> .	The applicant includes a description of the school’s curricula which contains abundant detail to demonstrate strong alignment to applicable state standards, appropriate course outcomes. A complete and detailed sample of a scope and sequence for one subject in one grade of each division (elementary, middle, and high) the school will serve is provided in <b>Attachment 5</b> .	



## Section 6: Curriculum and Instructional Design

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 6.3: Curriculum Development</b>	<p>The applicant provides little to no description of the curricular choices, textbook selection, and the rationale for each, and/or does not describe the evidence that these curricula will be appropriate, effective, and accessible for the anticipated student population, and/or provides little to no description of how the curriculum is vertically and horizontally aligned for all grades the school will serve.</p> <p><b>OR</b></p> <p>If the applicant plans to develop a curriculum, there is little or no description regarding how the curriculum will be developed in <b>Attachment 6</b>.</p> <p>The curriculum development plan is unachievable based on the proposed timeline.</p> <p>The applicant does not include a description of how the school evaluated and/or developed and/or will develop a curriculum that is culturally responsive and free of bias.</p>	<p>The applicant minimally addresses the curricular choices, textbook selection, and the rationale for each, and/or does not describe the evidence that these curricula will be appropriate, effective, and accessible for the anticipated student population, and/or does not provide a sufficient description of how the curriculum is vertically and horizontally aligned for all grades the school will serve.</p> <p><b>OR</b></p> <p>If the applicant plans to develop a curriculum, there is a limited and/or incomplete description regarding how the curriculum will be developed in <b>Attachment 6</b>.</p> <p>The curriculum development plan is unrealistic based on the proposed timeline.</p> <p>The applicant includes a description of how the school evaluated and/or developed and/or will develop a curriculum that is culturally responsive and free of bias, but it lacks meaningful detail.</p>	<p>The applicant describes the curriculum, summarizes the curricular choices such as textbook selection, by subject, and the rationale for each, describes the evidence that these curricula will be appropriate, effective, and accessible for the anticipated student population, and a description of how the curriculum is vertically and horizontally aligned for all grades the school will serve.</p> <p><b>OR</b></p> <p>If the applicant plans to develop a curriculum, a detailed description regarding how the curriculum will be developed, including who will be responsible and when key stages will be completed and how the curriculum will be vertically and horizontally aligned for all grades the school will serve, is provided in <b>Attachment 6</b>.</p> <p>The curriculum development plan is realistic and achievable.</p> <p>The applicant includes a clear description of how the school evaluated and/or developed and/or will develop a curriculum that is culturally responsive and free of bias.</p>	<p>The applicant clearly describes the curriculum and its alignment to the Educational Program Terms, summarizes the curricular choices such as textbook selection, by subject, and the rationale for each, describes the evidence that these curricula will be appropriate, effective, and accessible for the anticipated student population, and provides a detailed description of how the curriculum is vertically and horizontally aligned for all grades and the anticipated student population the school will serve.</p> <p><b>OR</b></p> <p>If the applicant plans to develop a curriculum, a detailed, comprehensive, and well-articulated description regarding how the curriculum will be developed is provided in <b>Attachment 6</b>.</p> <p>The curriculum development plan is ambitious, but realistic and achievable.</p> <p>The applicant includes a clear and detailed description of how the school evaluated and/or developed and/or will develop a curriculum that is culturally responsive and free of bias.</p>	



## Section 6: Curriculum and Instructional Design

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 6.4-6.6: Instructional Strategies</b>	<p>The applicant provides little or no description of the primary instructional strategies, and/or a rationale for why the listed strategies are being used. And/or the strategies are not culturally responsive. And/or the described processes, methods, and systems teachers will have for providing differentiated instruction to meet the needs of all students was not addressed. And/or there is little or no description of the how the school will accelerate the learning of those students who are entering grades with learning deficiencies or who are not meeting growth and/or proficiency standards.</p>	<p>The applicant provides a description of the primary instructional strategies that is limited and/or the rationale for why the listed strategies are being used lacks detail. The strategies presented are not likely to promote cultural responsiveness.. And/or the described processes, methods, and systems teachers will have for providing differentiated instruction to meet the needs of all students is lacking detail. And/or the description of how the school will accelerate the learning of those students who are entering grades with learning deficiencies or who are not meeting growth and/or proficiency standards is limited.</p>	<p>The applicant provides a clear description of the primary instructional strategies, along with a rationale for why the listed strategies are being used. There is a description of how they will promote cultural responsiveness to the anticipated student population. The processes, methods, and systems teachers will have for providing differentiated instruction to meet the needs of all students are thoroughly described. There is a description of how the school will accelerate the learning of those students who are entering grades with learning deficiencies or who are not meeting growth and/or proficiency standards.</p>	<p>The applicant provides a detailed, clear description of the primary instructional strategies along with specific research, or experience-based rationale for why the listed strategies are being used and how they are culturally responsive and responsive to the anticipated student population. There is a comprehensive and detailed description of the processes, methods, and systems teachers will have for providing differentiated instruction to meet the needs of all students. There is a detailed, clear description of how the school will accelerate the learning of those students who are entering with skills below grade level or who are not meeting growth/proficiency standards.</p>	
<b>Section 6.7: Social-Emotional Learning (SEL) Curriculum</b>  <i>This is only applicable if a school intends to use a specific SEL curriculum.</i>	<p>YES or NO: If the school intends to employ an SEL curriculum, does the description include how the curriculum will be presented alongside or independent of other curricular choices for core subjects, and how the SEL curriculum is proven to be inclusive and effective with the schools’ anticipated student population including those defined as at-risk?</p>				



## Section 7: Student Performance Standards

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 7.1: Student Performance Standards</b>	The applicant provides little or no description of the student performance standards for the school as a whole and/or the student performance standards are not aligned to the Washington State standards and/or there is no explanation for how the school will meet these standards.	The applicant provides a description of the student performance standards for the school as a whole, though, the description does not address all grades served or is limited in detail. More information is needed to understand how the school will meet these standards.	The applicant provides a clear description of the student performance standards for the school as a whole, how they are aligned to state standards, and how they will meet these standards.	The applicant provides a clear, detailed description of the student performance standards for the school as a whole and how the school will meet these standards. The cohesive alignment of the standards to the educational program and essential design elements further demonstrate the applicant's robust understanding of performance standards and capacity to implement high standards for student success.	
<b>Section 7.2: Above and Beyond State Standards</b>	If the applicant plans to adopt or develop additional academic expectations beyond the state standards, there is little or no explanation and/or rationale of the expectations (e.g. content areas, grade levels).	If the applicant plans to adopt or develop additional academic expectations beyond the state standards, there is a minimal and/or limited explanation and/or rationale for the expectations (e.g. content areas, grade levels).	If the applicant plans to adopt or develop additional academic expectations beyond the state standards, a clear explanation and rationale of the expectations (e.g. content areas, grade levels) is provided. Alignment to the educational program is provided.	If the applicant plans to adopt or develop additional academic expectations beyond the state standards, there is a clear, detailed explanation and strong rationale of the expectations (for each content area and grade level) and cohesive alignment to the educational program is provided.	
<b>Section 7.3-7.4: Performance Standards, Grade Promotion/Retention, Graduation</b>	The applicant did not explain policies, standards, and/or expectations for performance standards, including grade promotion/retention. There is not a plan for communicating these criteria to , students and families and/or the plan is not culturally competent..	The applicant explains policies, standards, and/or expectations for performance standards, including grade promotion/retention, though they lack clarity or detail. There is a plan for communicating these criteria to students and families, but the plan is not explicitly culturally competent..	The applicant clearly explains standards, and/or expectations for performance standards, including grade promotion/retention. There is a culturally competent plan for communicating these criteria to students and families.	The applicant clearly and comprehensively explains standards, and/or expectations for performance standards, including grade promotion/retention. There is a culturally competent plan for communicating these criteria to , students and families.	
<b>Section 7 (Attachment 7): Exit Standards</b>	The applicant does not provide a picture of the school's exit standards for graduating students or students completing the last grade in that school. And/or applicant does not describe standards for what students in the last grade served will know and be able to do, and meet or exceed all state grade level expectations.	The applicant provides a limited picture of the school's exit standards for graduating students or students completing the last grade in that school. And/or applicant partially describes standards for what students in the last grade served will know and be able to do, and meet or exceed all state grade level expectations.	The applicant provides a complete picture of the school's exit standards for graduating students or students completing the last grade in that school. Applicant describes standards for what students in the last grade served will know and be able to do, and meet or exceed all state grade level expectations.	The applicant provides a complete, detailed picture of the school's exit standards for graduating students or students completing the last grade in that school. Applicant describes specific standards for what students in the last grade served will know and be able to do, and meet or exceed all state grade level expectations.	



## Section 8: High School Graduation Requirements (High Schools Only)

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 8.1: Graduation Requirements</b>	The applicant provides little or no explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will and will not be on transcripts, and/or what elective courses will be offered. And/or if graduation requirements for the school will exceed state standards, there is not an explanation of the additional requirements.	The applicant provides a limited explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will and will not be on transcripts, and/or what elective courses will be offered. And/or if graduation requirements for the school will exceed state standards, there is an explanation of the additional requirements, but it lacks meaningful details.	The applicant provides a clear explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will and will not be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, there is an explanation of the additional requirements and how they connect back to the educational program terms and/or mission/vision.	The applicant provides a clear, detailed explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will and will not be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, there is a detailed explanation of the additional requirements and how they connect back to the educational program terms and/or mission/vision.	
<b>Section 8.2: Career/College Readiness</b>	The applicant includes little or no explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).	The applicant includes an explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce) that lacks clarity and sufficient detail.	The applicant includes a clear explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).	The applicant includes a clear and detailed description of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).	
<b>Section 8.3: Students at Risk of Not Graduating</b>	The applicant includes little or no explanation of the systems and structures the school will implement for students at risk of not meeting the proposed graduation requirements.	The applicant includes a limited explanation of the systems and structures the school will implement for serving students who are not meeting the proposed graduation requirements; it lacks meaningful details.	The applicant includes a clear description of the systems and structures the school will implement for serving students who are not meeting the proposed graduation requirements, which demonstrates a sufficient understanding of at-risk student needs and potential for student success.	The applicant includes a clear and detailed description of the systems and structures used for students who are not meeting graduation requirements, which demonstrates a strong understanding of at-risk student needs and a high potential for student success.	



## Section 9: Supplemental Programming

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 9.1: Summer School</b>	YES or NO: Will summer school be offered and if so, did the applicant fully describe the program (i.e. schedule, length, anticipated participants, method used to identify participants, anticipated resource and staffing needs, funding, process for determining attendance when student interest/need exceeds capacity)?				
<b>Section 9.2: Extra or Co-Curricular Activities</b>	The applicant provides little or no description of any extra-curricular, co-curricular, or other student-focused activities or programming the school will offer. There is no description of how they will be delivered or funded. There is no mechanism for students to participate in the development and implementation of activities. And/or the applicant provides no description of how the school will pay for student participation in district sponsored interscholastic programs.	The applicant provides a description of extra-curricular, co-curricular, or other student-focused activities or programming the school will offer, but they are not culturally responsive. There is a minimal or unrealistic description of how they will be delivered or funded. And/or student participation in the development and implementation of activities is limited. And/or the applicant minimally addressed how the school will pay for student participation in district sponsored interscholastic programs.	The applicant provides a clear description of culturally responsive extra-curricular, co-curricular, or other student-focused activities or programming the school will offer. The description of how they will be delivered and funded, including the schedule, length, and anticipated participants, is realistic and reasonable. Students are able to meaningfully participate in the development and implementation of activities. The applicants addresses the process when student interest in the program exceeds capacity. The applicant provides a sufficient description of how the school will pay for student participation in district sponsored interscholastic programs.	The applicant provides a clearly articulated, detailed description of culturally responsive extra-curricular, co-curricular, or other student-focused activities or programming the school will offer. The description of how they will be delivered and funded, including the schedule, length, and anticipated participants indicates a sophisticated understanding of the required resources. There is a viable plan for how the school will pay for student participation in district sponsored interscholastic programs. Student participation in the development and implementation is highly encouraged. The applicant clearly and comprehensively demonstrates how participants will be identified and the process for determining attendance when interest exceeds capacity The applicant provides a clear, cohesive connection between the extra or co-curricular activities and the educational program terms, mission, and vision.	
<b>Section 9.3: Supplemental Programming Parent Outreach</b>	The applicant does not provide an inclusive plan for outreach to families to apprise them of supplemental programming opportunities and/or provides little to no description.	The applicant describes an inclusive plan for outreach to families to apprise them of supplemental programming opportunities that is limited and lacks meaningful detail to fully determine its adequacy and/or the applicant's thorough understanding of culturally inclusive outreach.	The applicant describes a clear, inclusive plan for outreach to families to apprise them of supplemental programming opportunities.	The applicant describes a clear and detailed inclusive plan for outreach to families to apprise them of supplemental programming opportunities. Said plan demonstrates the applicant's thorough understanding of culturally inclusive outreach.	



## Section 10: Supports for Diverse Learners and At-Risk Students

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Sections 10.1-10.3a-f: Identification, Planning to meet diverse learner and at-risk student needs</b>	The applicant does not identify diverse learner and at-risk groups that the school expects to serve and/or does not provide rationale for these assumptions. And/or the overall plan for serving diverse learners including at-risk students, such as the school's Multi-tiered Systems of Support, is incomplete and raises significant concerns. The applicant does not connect the overall plan with the educational program and other components of the school design, such as the recruitment and hiring, staffing, professional development, the performance framework facilities, record keeping and/or the budget.	The applicant identifies a limited number of diverse learners and at-risk groups that the school expects to serve and/or provides limited rationale for these assumptions. The applicant demonstrates a basic understanding of the legal requirements to serve each student population. The responses raises concern regarding compliance with applicable laws and regulations governing service to these student populations. And/or the overall plan for diverse learners and at-risk students is partial; the school's Multi-tiered Systems of Support lacks meaningful detail including RTI and/or PBIS. The applicant partially connects the overall plan with the educational program and other components of the school design, such as the recruitment and hiring, staffing, professional development, the performance framework, facilities, record keeping and/or the budget.	The applicant identifies the diverse learners and at-risk groups that the school expects to serve and provides clear rationale for these assumptions as well as a demonstrated understanding of the legal requirements to serve each student population. The overall plan for serving diverse learners is sufficient, it includes but is not limited to students with IEPs, 504, ELLs, highly capable, and at risk; it includes a clear continuum of the school's Multi-tiered Systems of Support which includes RTI and PBIS. The applicant connects the overall plan with the educational program and other components of the school design, such as the recruitment and hiring, staffing, professional development, the performance framework, facilities, record keeping and the budget.	The applicant identifies the diverse learners and at-risk groups that the school expects to serve and provides explicit rationale for these assumptions as well as a demonstrated understanding of the legal requirements to serve each student population. The overall plan for serving students with special needs is explicit, comprehensive, and detailed including but not limited to students with IEPs, 504, ELLs, highly capable, and at risk; it includes a clear continuum of the school's Multi-tiered Systems of Support and includes RTI and PBIS. The applicant cohesively connects the overall plan with the educational program and other components of the school design, such as the recruitment and hiring, staffing, professional development, the performance framework, facilities, record keeping and the budget.	



## Section 10: Supports for Diverse Learners and At-Risk Students

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Sections 10.3 g-j-10.4: Monitoring student progress including redesignating and promoting; involving families and program evaluation</b>	<p>The applicant provides insufficient descriptions of how the school will identify, serve and instruct, monitor, evaluate, promote, and staff to meet the needs of diverse learners with mild, moderate, and severe disabilities, ELL students, homeless/foster care students, highly capable students, and other at-risk students.</p> <p>Family involvement is either missing or inconsistent with state and federal law. There is no clear plan for evaluation of the overall program.</p>	<p>The applicant provides limited descriptions of how the school will identify, serve and instruct, monitor, evaluate, promote, and staff to meet the needs of diverse learners with mild, moderate, and severe disabilities, ELL students, homeless/foster care students, highly capable students, and other at-risk students.</p> <p>Family involvement is either inadequately described or inconsistent with state and federal law.</p> <p>There is an insufficient or unclear plan for evaluation of the overall program.</p>	<p>The applicant provides clear descriptions of how the school will identify, serve and instruct, monitor, evaluate, promote, and staff to meet the needs of diverse learners with mild, moderate, and severe disabilities, ELL students, homeless/foster care students, highly capable students, and other at-risk students.</p> <p>Family involvement is adequately described and consistent with state and federal law.</p> <p>There is an adequate plan for evaluation of the overall program.</p>	<p>The applicant provides clear, detailed, comprehensive descriptions of how the school will identify, serve and instruct, monitor, evaluate, promote, and staff to meet the needs of students with mild, moderate, and severe disabilities, ELL students, homeless/foster care students, highly capable students, and other at-risk students.</p> <p>Family involvement is clearly described and consistent with state and federal law.</p> <p>There is a clearly described plan for evaluation of the overall program.</p>	



## Section 11: School Calendar and Schedule

Topic	Ranking					
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 11.1 and 11.4: Annual Academic Calendar	The applicant includes an insufficient description of the annual academic calendar; no explanation of how the calendar supports the needs of the anticipated student population and the educational program. Applicant does not include the formula or calculation for the total annual number of instructional hours/days.	The applicant includes a partial description of the annual academic calendar; limited explanation of how the calendar supports the needs of the anticipated student population and the educational program. Applicant includes and unclear or inaccurate formula or calculation for the total annual number of instructional hours/days.	The applicant includes a clear description of the annual academic calendar; clear, sufficient explanation of how the calendar supports the needs of the anticipated student population and the educational program. Applicant includes an accurate formula or calculation for the total annual number of instructional hours/days.	The applicant includes a clear and comprehensive description of the annual academic calendar; explicit, cohesive explanation of how the calendar supports the needs of the anticipated student population and the educational program. Applicant includes and accurate formula or calculation for the total annual number of instructional hours/days.		
Section 11.2-11.3: Daily and Weekly Schedule	The applicant provides an unclear description of the structure of the school day and week. And/or there is an insufficient explanation as to why the school’s daily and weekly schedule will be optimal for student learning. Overall, the applicant does not provide explanations for how the daily and weekly school schedule that will lead to optimal learning.	The applicant provides a partial description of the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, as well as any school-specific educational program terms or design elements and the start and dismissal times. And/or overall, the applicant provides limited explanations for how the daily and weekly school schedule that will lead to optimal learning.	The applicant sufficiently describes the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, as well as any school-specific educational program terms or design elements and the start and dismissal times. Overall, the applicant provides explanations for how the daily and weekly school schedule that will lead to optimal learning.	The applicant comprehensively describes the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, as well as any school-specific educational program terms or design elements and the start and dismissal times. Overall, the applicant provides explicit explanations for how the daily and weekly school schedule that will lead to optimal learning.		
Section 11 (Attachments 8 & 9): Annual Calendar and Sample Daily/Weekly Schedules	YES or NO Did the applicant provide the proposed annual calendar (including total number of instructional days and hours, holidays, make up days, state assessment days)? Did the applicant provide a sample daily and weekly schedule for each division of the school? Do the calendar and daily/weekly schedules meet or exceed Washington State minimum instructional requirements as stated in RCW 28A.150.220(2)?					



## Section 12: Student Discipline Policy and Plan

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 12.1-12.4: Student Discipline Policy and Plan</b>	The applicant provides unclear and/or incomplete description of the school's overall approach to student discipline, how it is culturally responsive, consistent with the school's culture/climate, how it will respond to the needs and strengths of students, support students in meeting behavioral expectations and keep students in the classroom to the maximum extent possible, and/or how it will ensure fairness and equity. The plan or policy does not comply with applicable state and federal laws.	The applicant provides a partial description of the school's overall approach to student discipline, how it is culturally responsive, consistent with the school's culture/climate, how it will respond to the needs and strengths of students, support students in meeting behavioral expectations and keep students in the classroom to the maximum extent possible, and/or how it will ensure fairness and equity. The plan or policy does not fully comply with applicable state and federal laws.	The applicant provides clear, complete description of the school's overall approach to student discipline, how it is culturally responsive, consistent with the school's culture/climate, how it will respond to the needs and strengths of students, support students in meeting behavioral expectations and keep students in the classroom to the maximum extent possible, and how it will ensure fairness and equity. The plan and policy fully complies with applicable state and federal laws.	The applicant provides clear, detailed, and comprehensive description of the school's overall approach to student discipline, how it is culturally responsive, consistent with the school's culture/climate, how it will respond to the needs and strengths of students, support students in meeting behavioral expectations and keep students in the classroom to the maximum extent possible, and how it will ensure fairness and equity. The plan and policy fully complies with applicable state and federal laws.	
<b>Section 12.5: Communication</b>	The applicant provides little or no description on how students and parents/guardians will be informed of the school's discipline policy.	The applicant provides a partial description of how students and parents/guardians will be informed of the school's discipline policy.	The applicant clearly describes how students and parents/guardians will be informed of the school's discipline policy.	The applicant provides a detailed description of how students and parents/guardians will be informed of the school's discipline policy.	
<b>Section 12 (Attachment 10): School's Proposed Discipline Policy</b>	The applicant includes <b>Attachment 10</b> , the school's proposed discipline policy, and it does not sufficiently address all bullets A-K listed in the New Charter School Application. The applicant does not connect the discipline policy to the communities served and the educational program.	The applicant includes <b>Attachment 10</b> , the school's proposed discipline policy, and it addresses bullets A-K listed in the New Charter School Application, but it lacks meaningful detail. The applicant partially connects the discipline policy to the communities served and the educational program.	The applicant includes <b>Attachment 10</b> , the school's proposed discipline policy, and it clearly addresses bullets A-K listed in the New Charter School Application. The applicant connects the discipline policy to the communities served and the educational program.	The applicant includes <b>Attachment 10</b> , the school's proposed discipline policy, and it clearly and explicitly addresses bullets A-K listed in the New Charter School Application, with detail. The applicant cohesively connects the discipline policy to the communities served and the educational program.	



## Section 13: Educational Program Capacity

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 13.1-13.2, 13.5: Leadership Team</b>	<p>Key members of the school's leadership team who will be responsible for development and opening of the school are not clearly identified</p> <p>The applicant provides an insufficient demonstration of strong individual and collective team qualifications for implementing the school design successfully, and/or does not address team capacity in areas such as:</p> <ul style="list-style-type: none"> <li>▪ School leadership and administration;</li> <li>▪ Curriculum, instruction, and assessment;</li> <li>▪ Professional development;</li> <li>▪ Cultural competence/inclusiveness;</li> <li>▪ Increasing educational equity and closing the opportunity gap; and</li> <li>▪ Experience working with diverse learners and students defined as “at-risk”;</li> <li>▪ Family and community engagement.</li> </ul> <p>And/or the applicant does not provide a timeline, criteria, and process for recruitment and hiring for any leadership/management positions not yet filled, including how it will be culturally inclusive.</p>	<p>Key members of the school's leadership team who will be responsible for development and opening of the school have been identified.</p> <p>The applicant provides a limited demonstration of strong individual and collective team qualifications for implementing the school design successfully, and/or partially addresses team capacity in areas such as:</p> <ul style="list-style-type: none"> <li>▪ School leadership and administration;</li> <li>▪ Curriculum, instruction, and assessment;</li> <li>▪ Professional development;</li> <li>▪ Cultural competence/inclusiveness;</li> <li>▪ Increasing educational equity and closing the opportunity gap; and</li> <li>▪ Experience working with diverse learners and students defined as “at-risk”;</li> <li>▪ Family and community engagement.</li> </ul> <p>And/or the applicant provides a timeline, criteria, and process for recruitment and hiring for any leadership/management positions not yet filled, including how it will be culturally inclusive, however there is a lack of meaningful detail.</p>	<p>Key members of the school's leadership team who will be responsible for development and opening of the school have been identified.</p> <p>The applicant provides a clear demonstration of strong individual and collective team qualifications for implementing the school design successfully, and addresses team capacity in areas such as:</p> <ul style="list-style-type: none"> <li>▪ School leadership and administration;</li> <li>▪ Curriculum, instruction, and assessment;</li> <li>▪ Professional development;</li> <li>▪ Cultural competence/inclusiveness;</li> <li>▪ Increasing educational equity and closing the opportunity gap; and</li> <li>▪ Experience working with diverse learners and students defined as “at-risk”;</li> <li>▪ Family and community engagement.</li> </ul> <p>The applicant provides a clear timeline, criteria, and process for recruitment and hiring for any leadership/management positions not yet filled, including how it will be culturally inclusive.</p>	<p>Key members of the school's leadership team who will be responsible for development and opening of the school have been identified.</p> <p>The applicant provides a clear, detailed, comprehensive demonstration of strong individual and collective team qualifications for implementing the school design successfully, and explicitly addresses team capacity in areas such as:</p> <ul style="list-style-type: none"> <li>▪ School leadership and administration;</li> <li>▪ Curriculum, instruction, and assessment;</li> <li>▪ Professional development;</li> <li>▪ Cultural competence/inclusiveness;</li> <li>▪ Increasing educational equity and closing the opportunity gap; and</li> <li>▪ Experience working with diverse learners and students defined as “at-risk”;</li> <li>▪ Family and community engagement.</li> </ul> <p>The applicant provides a clear, detailed timeline, criteria, and process for recruitment and hiring for any leadership/management positions not yet filled, including how it will be culturally inclusive.</p>	
<b>Section 13.2: Ties to the Community</b>	<p>The applicant includes little or no description of the applicant's ties to and/or knowledge of the proposed community that the school will serve.</p>	<p>The applicant includes a limited description of the applicant's ties to and/or knowledge of the proposed community that the school will serve.</p>	<p>The applicant includes a clear description and evidence of the applicant's ties to and/or knowledge of the proposed community that the school will serve.</p>	<p>The applicant includes a clear description and specific evidence of the applicant's ties to and/or knowledge of the proposed community that the school will serve.</p>	



## Section 13: Educational Program Capacity

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 13.4: School Leader</b>	<p>The applicant identifies the principal/head of school candidate but provides an unclear explanation of how this candidate is qualified based on the school’s mission, and an insufficient summary of their leadership record. And/or the applicant provides insufficient evidence of the leader’s ability to serve the anticipated population, to practice cultural competency, and design, launch, and/or manage a high-performing school. And/or evidence provided raises substantial concerns about the candidate’s capacity to lead.</p> <p><b>-OR-</b></p> <p>If no candidate has been identified, the applicant describes an unclear process and timeline for recruiting, selecting, and hiring the school leader and/or the criteria to be used in selection.</p>	<p>The applicant identifies the principal/head of school candidate but provides a limited explanation of how this candidate is qualified based on the school’s mission, and a partial summary of their leadership record. And/or the applicant provides minimal evidence of the leader’s ability to serve the anticipated population, to practice cultural competency, and design, launch, and/or manage a high-performing school. And/or evidence provided indicates this candidate may have limited capacity to lead.</p> <p><b>-OR-</b></p> <p>If no candidate has been identified, the applicant describes the process and timeline for recruiting, selecting, and hiring the school leader and the criteria to be used in selection but it lacks meaningful detail.</p>	<p>The applicant identifies the principal/head of school candidate, how this candidate is qualified based on the school’s mission, and a summary of their leadership record. The applicant provides evidence of the leader’s ability to serve the anticipated population, to practice cultural competency, and design, launch, and manage a high-performing school. The evidence provided indicates this candidate has capacity to lead.</p> <p><b>-OR-</b></p> <p>If no candidate has been identified, the applicant clearly describes the process and timeline for recruiting, selecting, and hiring the school leader and the criteria to be used in selection.</p>	<p>The applicant identifies the principal/head of school candidate, how this candidate is well qualified based on the school’s mission, and a summary of their leadership record. The applicant provides specific evidence of the leader’s ability to serve the anticipated population, to practice cultural competency, and design, launch, and manage a high-performing school. The specific evidence provided indicates this candidate has a high degree of capacity to lead.</p> <p><b>-OR-</b></p> <p>If no candidate has been identified, the applicant clearly describes a detailed process and timeline for recruiting, selecting, and hiring the school leader and the criteria to be used in selection.</p>	
<b>Section 13 (Attachment 11): School Leader Qualifications OR Job Description</b>	<p>YES or NO</p> <p>Does the applicant include the qualifications and resume for the proposed school leader OR a job description and qualifications?</p>				
<b>Section 13 (Attachment 12): Leadership Team Qualifications</b>	<p>YES or NO</p> <p>Does the applicant include the qualifications and resume for the identified members of the leadership team and for each position not yet filled, a job description and qualifications?</p>				



## CATEGORY 2: ORGANIZATIONAL PLAN AND CAPACITY

Section 14: Legal Status and Governing Documents					
Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 14.1: Legal Status</b>	The applicant insufficiently describes the proposed school's legal status, including nonprofit status and federal tax-exempt status. And/or the legal status described indicates the organization is not eligible to operate a charter public school in Washington State.	The applicant partially describes the proposed school's legal status, including nonprofit status and federal tax-exempt status.	The applicant clearly describes the proposed school's legal status, including nonprofit status and federal tax-exempt status.	The applicant clearly and explicitly describes the proposed school's legal status, including nonprofit status and federal tax-exempt status.	
<b>Section 14.2: Subsidiaries and Business Endeavors</b>	If applicable, the applicant provides little or no description of any subsidiaries owned or affiliated with the nonprofit submitting this charter school application, and/or does not describe any other organizational/business endeavors in which the nonprofit submitting this application is involved in and/or information provided raises substantial concerns.	If applicable, the applicant partially describes any subsidiaries owned or affiliated with the nonprofit submitting this charter school application, and/or partially describes any other organizational/business endeavors in which the nonprofit submitting this application is involved in.	If applicable, the applicant clearly describes any subsidiaries owned or affiliated with the nonprofit submitting this charter school application, and clearly describes any other organizational/business endeavors in which the nonprofit submitting this application is involved in.	If applicable, the applicant clearly and comprehensively describes any subsidiaries owned or affiliated with the nonprofit submitting this charter school application, and explicitly and clearly describes any other organizational/business endeavors in which the nonprofit submitting this application is involved in.	
<b>Section 14 (Attachment 13): Governing Documents</b>	YES or NO: Has the applicant submitted detailed, clear documentation as <b>Attachment 13</b> of the following? Are there any concerns about the contents of the documents? <ul style="list-style-type: none"> <li>▪ Articles of Incorporation;</li> <li>▪ Proof of nonprofit status and federal tax-exempt status (or copies of filings for the preceding items);</li> <li>▪ Bylaws;</li> <li>▪ Completed and Board Chair signed Statement of Assurances;</li> <li>▪ Other governing documents already adopted.</li> </ul>				



## Section 14: Legal Status and Governing Documents

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
5-10 Year Growth Plan	<i>If</i> the applicant does not already operate one or more schools, including charter management organizations (CMOs), as well as applicants proposing to contract with ESPs, there is little to no description of the organization’s five-to-ten year growth plan regarding the total number of charter schools it hopes to operate in Washington State, and/or little or no discussion of the organization’s capacity to successfully support and execute that plan, and/or business plans that provide little to no detail to support anticipated growth.	<i>If</i> the applicant does not already operate one or more schools, including charter management organizations (CMOs), as well as applicants proposing to contract with ESPs, there is a limited description of the organization’s five-to-ten year growth plan regarding the total number of charter schools it hopes to operate in Washington State, and/or limited or insufficient discussion of the organization’s capacity to successfully support and execute that plan, and/or business plans that lack sufficient detail to support anticipated growth.	<i>If</i> the applicant does not already operate one or more schools, including charter management organizations (CMOs), as well as applicants proposing to contract with ESPs, there is a description of the organization’s five-to-ten year growth plan regarding the total number of charter schools it hopes to operate in Washington State, including a discussion of the organization’s capacity to successfully support and execute that plan, including business plans to support anticipated growth.	<i>If</i> the applicant does not already operate one or more schools, including charter management organizations (CMOs), as well as applicants proposing to contract with ESPs, there is a description of the organization’s five-to-ten year growth plan regarding the total number of charter schools it hopes to operate in Washington State, including a discussion of the organization’s capacity to successfully support and execute that plan, including business plans to support anticipated growth.	



## Section 15: Board Members and Governance

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 15.1: Board's Approach to Governance</b>	The applicant does not describe the board's approach to governance inclusive of the nature and extent of involvement by key stakeholder groups OR the description is unclear.	The applicant provides a limited description of the governance philosophy that will guide the board, inclusive of the nature and extent of involvement by key stakeholder groups.	The applicant clearly describes the governance philosophy that will guide the board, inclusive of the nature and extent of involvement by key stakeholder groups.	The applicant clearly and comprehensively describes the board's approach to governance inclusive of the nature and extent of involvement by key stakeholder groups.	
<b>Section 15.2-4: Governance and Management</b>	<p>The applicant provides insufficient or no description of the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant provides an unclear description of the size, current and desired composition, powers, and duties of the governing board. The applicant fails to identify key skills, areas of expertise, and constituencies that will be represented on the governing board.</p> <p>And/or the applicant provides insufficient or no explanation of how the governance structure and composition will help ensure that:</p> <ul style="list-style-type: none"> <li>▪ The school will be an educational, financial and operational success;</li> <li>▪ The board will evaluate the success of the school and school leader;</li> <li>▪ There will be active and effective representation of key stakeholders, including parents; and</li> <li>▪ The school will be a culturally responsive education system.</li> </ul> <p>And/or the lack of evidence raises significant concerns about the board's capacity.</p>	<p>The applicant describes the governance structure of the proposed school, including the primary roles of the governing board, how it will interact with the principal/head of school and any advisory bodies, the size, current and desired composition, powers, and duties of the governing board, the key skills, areas of expertise, and constituencies that will be represented on the governing board, though has done so in a limited manner, lacking meaningful detail.</p> <p>And/or the applicant partially explains how the governance structure and composition will help ensure that:</p> <ul style="list-style-type: none"> <li>▪ The school will be an educational, financial and operational success;</li> <li>▪ The board will evaluate the success of the school and school leader;</li> <li>▪ There will be active and effective representation of key stakeholders, including parents; and</li> <li>▪ The school will be a culturally responsive education system.</li> </ul> <p>And/or the limited evidence provided raises concerns about the limited scope of board capacity.</p>	<p>The applicant clearly describes the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant clearly describes the size, current and desired composition, powers, and duties of the governing board. The applicant clearly identifies key skills, areas of expertise, and constituencies that will be represented on the governing board.</p> <p>The applicant clearly explains how the governance structure and composition will help ensure that:</p> <ul style="list-style-type: none"> <li>▪ The school will be an educational, financial and operational success;</li> <li>▪ The board will evaluate the success of the school and school leader;</li> <li>▪ There will be active and effective representation of key stakeholders, including parents; and</li> <li>▪ The school will be a culturally responsive education system.</li> </ul> <p>The evidence provided demonstrates sufficient board capacity.</p>	<p>The applicant clearly and comprehensively describes the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant clearly describes the size, current and desired composition, powers, and duties of the governing board. The applicant clearly identifies key skills, areas of expertise, and constituencies that will be represented on the governing board, providing specific details and evidence.</p> <p>The applicant comprehensively explains how the governance structure and composition will help ensure that:</p> <ul style="list-style-type: none"> <li>▪ The school will be an educational, financial and operational success;</li> <li>▪ The board will evaluate the success of the school and school leader;</li> <li>▪ There will be active and effective representation of key stakeholders, including parents; and</li> <li>▪ The school will be a culturally responsive education system.</li> </ul> <p>The specific evidence provided demonstrates a high degree of board capacity.</p>	



## Section 15: Board Members and Governance

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 15.5: Membership</b>	<p>YES or NO</p> <p>For each individual identified as a current and/or a proposed board member in Category 1 Section D (Board Member Roster), has the applicant comprehensively summarized each member's desire to serve on the school's board and qualifications for holding this position and do the summaries demonstrate that there are not any concerns about these proposed board members</p>				
<b>Section 15.6 and 15.8: Structure and Increasing Board Capacity</b>	<p>The applicant provides little or no explanation of the procedures by which board members have been and will be selected, how often the board meets, and the plans for any committees. The applicant provides little or no description of the plans for increasing the capacity of the governing board, how the board will expand and develop over time, how new members will be recruited and added, and how vacancies will be filled, and/or provides little or no description of the orientation or training for new board members, the kinds of ongoing development/training for existing board members, and the plan for training and development including:</p> <ul style="list-style-type: none"> <li>▪ A timetable;</li> <li>▪ Specific topics to be addressed;</li> <li>▪ Participation requirements;</li> <li>▪ Development of cultural competence.</li> </ul>	<p>The applicant lacks sufficient detail in its explanation of the procedure by which board members have been and will be selected, how often the board meets, and the plans for any committees. The applicant partially describes the plans for increasing the capacity of the governing board, how the board will expand and develop over time, how new members will be recruited and added, and how vacancies will be filled, and/or the applicant provides a limited description of the orientation or training for new board members, the kinds of ongoing development/training for existing board members, and the plan for training and development including:</p> <ul style="list-style-type: none"> <li>▪ A timetable;</li> <li>▪ Specific topics to be addressed;</li> <li>▪ Participation requirements;</li> <li>▪ Development of cultural competence.</li> </ul>	<p>The applicant clearly explains the procedure by which board members have been and will be selected, how often the board meets, and discusses the plans for any committees. The applicant clearly describes the plans for increasing the capacity of the governing board, how the board will expand and develop over time, how new members will be recruited and added, and how vacancies will be filled. The applicant clearly describes the orientation or training for new board members, the kinds of ongoing development/training for existing board members, and the plan for training and development including:</p> <ul style="list-style-type: none"> <li>▪ A timetable;</li> <li>▪ Specific topics to be addressed;</li> <li>▪ Participation requirements;</li> <li>▪ Development of cultural competence.</li> </ul>	<p>The applicant clearly and comprehensively explains the procedure by which board members have been and will be selected. The applicant clearly describes how often the board meets, and discusses specific plans for any committee structure. The applicant clearly and comprehensively describes the plans for increasing the capacity of the governing board, how the board will expand and develop over time, how new members will be recruited and added, and how vacancies will be filled. The applicant provides a clear, detailed description of the orientation or training for new board members, the kinds of ongoing development/training for existing board members, and the plan for training and development includes:</p> <ul style="list-style-type: none"> <li>▪ A timetable;</li> <li>▪ Specific topics to be addressed;</li> <li>▪ Participation requirements;</li> <li>▪ Development of cultural competence.</li> </ul>	
<b>Section 15.9: Transition to Formal Board</b>	<p>If the applicant team does not include the formal school governing board, the applicant provides an insufficient explanation as to how and when the transition to the formal governing board will take place.</p>	<p>If the applicant team does not include the formal school governing board, the applicant provides a limited explanation as to how and when the transition to the formal governing board will take place.</p>	<p>If the applicant team does not include the formal school governing board, the applicant clearly explains how and when the transition to the formal governing board will take place.</p>	<p>If the applicant team does not include the formal school governing board, the applicant clearly and comprehensively explains how and when the transition to the formal governing board will take place.</p>	



## Section 15: Board Members and Governance

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 15.7: Ethics &amp; Perceived Conflicts of Interest</b>	<p>The applicant provides little or no description of the board’s ethical standards and procedures for identifying and addressing real or perceived conflicts of interest now or in the future.</p> <p>And/or the applicant does not identify any existing relationships that could pose actual or perceived conflicts if the application is approved.</p> <p>And/or there is a perceived conflict of interest but the applicant has not included any proposed steps to cure the conflict.</p> <p>And/or there is a real conflict of interest.</p>	<p>The applicant includes a description of the board’s ethical standards and procedures for identifying and addressing real or perceived conflicts of interest now or in the future, but it lacks specificity or does not demonstrate that the applicant understands of the nature of conflicts.</p> <p>The applicant identified existing relationships that pose perceived conflicts and included the steps that will be taken to cure the conflict.</p> <p>There are no real conflicts of interest.</p>	<p>The applicant includes a clear description of the board’s ethical standards and procedures for identifying and addressing real or perceived conflicts of interest now or in the future. The description indicates that the applicant understands the nature of conflicts.</p> <p>There are no real or perceived conflicts of interest.</p>	<p>The applicant includes a detailed description of the board’s ethical standards and procedures for identifying and addressing real or perceived conflicts of interest now or in the future. The description indicates that the applicant has a sophisticated understanding of the nature of conflicts.</p> <p>There are no real or perceived conflicts of interest.</p>	
<b>Section 15 (Attachment 16): Code of Ethics and Conflict of Interest Policies</b>	<p>YES or NO: Did the applicant include both a Code of Ethics and a Conflict of Interest Policy? Do both policies include the necessary provisions to promote high ethical standards and prevent (or appropriately address) conflicts of interest?</p>				



## Section 15: Board Members and Governance

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 15.10: Existing Nonprofits</b>	<p>If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, the following is unclear or insufficient:</p> <ul style="list-style-type: none"> <li>Whether the existing nonprofit board governs the new school;</li> <li>The extent to which the school will be a new nonprofit corporation governed by a separate board;</li> <li>If the current nonprofit's board will govern the charter school, a description of the steps taken to transform its board membership, mission, and bylaws to assume its new duties as a charter public school board. A description of the plan and timeline for completing the transition and orienting the board to its new duties;</li> <li>If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be;</li> </ul> <p>The relationship is not represented on the organizational chart.</p>	<p>If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, the applicant partially indicates the following:</p> <ul style="list-style-type: none"> <li>Whether the existing nonprofit board governs the new school;</li> <li>The extent to which the school will be a new nonprofit corporation governed by a separate board;</li> <li>If the current nonprofit's board will govern the charter school, a description of the steps taken to transform its board membership, mission, and bylaws to assume its new duties as a charter public school board. A description of the plan and timeline for completing the transition and orienting the board to its new duties;</li> <li>If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be;</li> </ul> <p>The relationship represented on the organizational chart is unclear.</p>	<p>If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, the applicant clearly indicates the following:</p> <ul style="list-style-type: none"> <li>Whether the existing nonprofit board governs the new school;</li> <li>The extent to which the school will be a new nonprofit corporation governed by a separate board;</li> <li>If the current nonprofit's board will govern the charter school, a description of the steps taken to transform its board membership, mission, and bylaws to assume its new duties as a charter public school board. A description of the plan and timeline for completing the transition and orienting the board to its new duties;</li> <li>If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be.</li> </ul> <p>The relationship is clearly represented on the organizational chart.</p>	<p>If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, the applicant clearly and explicitly indicates the following:</p> <ul style="list-style-type: none"> <li>Whether the existing nonprofit board governs the new school;</li> <li>The extent to which the school will be a new nonprofit corporation governed by a separate board;</li> <li>If the current nonprofit's board will govern the charter school, a description of the steps taken to transform its board membership, mission, and bylaws to assume its new duties as a charter public school board. A description of the plan and timeline for completing the transition and orienting the board to its new duties;</li> <li>If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be.</li> </ul> <p>The relationship is clearly represented on the organizational chart.</p>	
<b>Section 15 (Attachment 14): Forms</b>	<p>Has the applicant provided (<b>Attachment 14</b>) the following documents for each individual identified:</p> <ul style="list-style-type: none"> <li>Completed and signed Board Member Disclosure Form;</li> <li>Résumé?</li> </ul>				
<b>Section 15 (Attachment 16): Background Check</b>	<p>YES or NO</p> <p>The applicant provided signed initial Background Check Certification form (template) for each board member and school leader has been initiated and will be completed within the timetables set forth in the Sample Contract.</p>				



## Section 16: Organization Structure

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 16: Organizational Structure and Charts</b>	The applicant provides unclear descriptions of the organizational structure of the school including governance, management, and staffing structures. And/or organization charts that do not delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and/or any external organizations that will play a role in managing the school.	The applicant provides partial descriptions of the organizational structure of the school including governance, management, and staffing structures. And/or organization charts do not clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and/or any external organizations that will play a role in managing the school.	The applicant provides clear descriptions of the organizational structure of the school including governance, management, and staffing structures. Organization charts that clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school.	The applicant provides clear and comprehensive descriptions of the organizational structure of the school including governance, management, and staffing structures. Organization charts clearly and specifically delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school.	
<b>Section 16 (Attachment 17): Organizational Charts</b>	YES or NO Are the organizational charts included as <b>Attachment 17</b> ? Do the organizational charts show the school governance, management, and staffing plan and structure in: <ul style="list-style-type: none"> <li>▪ The first year of school operations;</li> <li>▪ At the end of the 5-year charter term; and</li> <li>▪ When the school reaches full capacity, if beyond the 5<sup>th</sup> year in operation.</li> </ul>				



## Section 17: Advisory Bodies

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Section 17: Advisory Bodies	<p>The applicant provides little or no description of any school advisory bodies or councils to be formed. There is no explanation of the role(s), duties, and authority of each.</p> <p>The applicant provides little or no description of the planned composition of the advisory body, the strategy for achieving that composition, nor the role of parents/guardians, students, and teachers (as applicable) and the reporting structure as it relates to the school's governing body and leadership.</p>	<p>The applicant partially describes any school advisory bodies or councils to be formed. There is a partial explanation of the role(s), duties, and authority of each.</p> <p>The applicant's description of the planned composition of the advisory body, the strategy for achieving that composition, the role of parents/guardians, students, and teachers (as applicable), and the reporting structure as it relates to the school's governing body and leadership is limited in scope and lacks meaningful detail.</p>	<p>The applicant clearly describes any school advisory bodies or councils to be formed, including of the role(s), duties, and authority of each.</p> <p>The applicant clearly describes the planned composition of the advisory body, the strategy for achieving that composition, the role of parents/guardians, students, and teachers (as applicable), and the reporting structure as it relates to the school's governing body and leadership.</p>	<p>The applicant clearly and comprehensively describes any school advisory bodies or councils to be formed and provides a detailed explanation of the role(s), duties, and authority of each.</p> <p>The applicant clearly and specifically describes the planned composition of the advisory body, the strategy for achieving that composition, the role of parents/guardians, students, and teachers (as applicable), and the reporting structure as it relates to the school's governing body and leadership.</p>	



## Section 18: Grievance /Complaint Process

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 18: Grievance/ Complaint Process</b>	The applicant provides little or no description of the school’s process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure or practice at the school, or the school leader and/or principal’s performance and how the final administrative appeal is heard by the governing board. The process does not include information regarding the Office of Superintendent of Public Instruction’s (OSPI) citizen complaint and dispute resolution process.	The applicant partially describes the established school’s process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure or practice at the school, or the school leader and/or principal’s performance and how the final administrative appeal is heard by the governing board. The process includes limited information regarding the Office of Superintendent of Public Instruction’s (OSPI) citizen complaint and dispute resolution process.	The applicant clearly describes the established school’s process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure or practice at the school, or the school leader and/or principal’s performance and how the final administrative appeal is heard by the governing board. The process includes information regarding the Office of Superintendent of Public Instruction’s (OSPI) citizen complaint and dispute resolution process.	The applicant clearly and explicitly outlines and provides in detail a parent and community friendly, culturally responsive process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure or practice at the school, or the school leader and/or principal’s performance and how the final administrative appeal is heard by the governing board. The process includes information regarding the Office of Superintendent of Public Instruction’s (OSPI) citizen complaint and dispute resolution process.	



## Section 19: District Partnerships

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Section 19: District Partnerships	<p>The applicant includes no description of applicant’s outreach to the local school district/s or ESD and a limited description of any district/ESD partnership activities and/or meetings during the application development process.</p> <p>And/or <b>Attachment 18</b> provides insufficient evidence of outreach.</p>	<p>The applicant includes a limited description of applicant’s outreach to the local school district/s or ESD and a limited description of any district/ESD partnership activities and/or meetings during the application development process.</p> <p>And/or <b>Attachment 18</b> provides limited evidence of outreach including emails, letters, meeting agendas or notes. If applicable, Memorandum of Understanding or other partnership documentation is included.</p>	<p>The applicant includes a clear description of applicant’s outreach to the local school district/s or ESD and a clear description of any district/ESD partnership activities and/or meetings during the application development process.</p> <p><b>Attachment 19</b> provides evidence of sufficient outreach including emails, letters, meeting agendas or notes. If applicable, Memorandum of Understanding or other partnership documentation is included.</p>	<p>The applicant includes a clear, detailed description of applicant’s outreach to the local school district/s or ESD and a clear, specific description of any district/ESD partnership activities and/or meetings during the application development process.</p> <p><b>Attachment 19</b> provides specific and comprehensive evidence of extensive outreach including emails, letters, meeting agendas or notes. Evidence demonstrates that there may be opportunities for partnership. If applicable, Memorandum of Understanding or other partnership documentation is included.</p>	



## Section 20: Education Service Providers (ESP) and Other Partnerships

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 20.1: Evidence of Prior Success</b>	If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant does not addresses the following:  Evidence of the nonprofit ESP’s success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.	If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant partially addresses the following:  Evidence of the nonprofit ESP’s success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.	If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant clearly addresses the following:  Evidence of the nonprofit ESP’s success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.	If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant clearly, comprehensively, and with detail addresses the following:  Evidence of the nonprofit ESP’s success in serving student populations that are similar to the anticipated population, including demonstrated academic achievement, successful management of nonacademic school functions.	
<b>Section 20.2: Proposed Partnerships</b>	The applicant provides an unclear description of proposed or existing partnerships or contractual relationships that will be central to the school’s academic program or mission. And/or <b>Attachment 20</b> includes an unclear description of the following: proposed duration of the service contract, roles and responsibilities of the governing board, school staff, and contractor, scope of services and resources to be provided, and cost and compensation structures.	The applicant provides a partial description of proposed or existing partnerships or contractual relationships that will be central to the school’s academic program or mission. And/or <b>Attachment 20</b> includes a limited description of the following: proposed duration of the service contract, roles and responsibilities of the governing board, school staff, and contractor, scope of services and resources to be provided, and cost and compensation structures.	The applicant clearly describes proposed or existing partnerships or contractual relationships that will be central to the school’s academic program or mission. <b>Attachment 20</b> includes a clear description of the following: proposed duration of the service contract, roles and responsibilities of the governing board, school staff, and contractor, scope of services and resources to be provided, and cost and compensation structures.	The applicant clearly and comprehensively describes proposed or existing partnerships or contractual relationships that will be central to the school’s academic program or mission. <b>Attachment 20</b> includes a clear, detailed description of the following: proposed duration of the service contract, roles and responsibilities of the governing board, school staff, and contractor, scope of services and resources to be provided, and cost and compensation structures.	



## Section 20: Education Service Providers (ESP) and Other Partnerships

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 20.3-20.4: Contractual and other Partnerships</b>	The applicant includes little or no description of any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. And/or there is no description of operational services to be contracted (e.g. business services, payroll, auditing, program delivery or management, PD), including the anticipated costs and criteria for selection and/or there are real conflicts of interest with identified providers or other partnerships.	The applicant includes a partial description of, any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. And/or there is a partial description of any operational services to be contracted (e.g. business services, payroll, auditing, program delivery or management, PD), including the anticipated costs and criteria for selection	The applicant includes a clear description of any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is a clear description of any operational services to be contracted (e.g. business services, payroll, auditing, program delivery or management, PD), including the anticipated costs and criteria for selection.	The applicant includes a detailed and comprehensive description of and any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is a clear and detailed description of any operational services to be contracted (e.g. business services, payroll, auditing, program delivery or management, PD), including the anticipated costs and criteria for selection.	
<b>Section 20.5: Conflicts of Interest</b>	The applicant insufficient description of existing or potential conflicts of interest between the school's leadership/management team and any affiliated business entity or partnered organization that have not already been disclosed in Section 15. And/or there are concerns about the potential of real conflicts of interest with identified providers or other partnerships.	The applicant provides limited description of existing or potential conflicts of interest between the school's leadership/management team and any affiliated business entity or partnered organization that have not already been disclosed in Section 15. And/or there are questions about the potential of real conflicts of interest with identified providers or other partnerships.	The applicant clearly describes existing or potential conflicts of interest between the school's leadership/management team and any affiliated business entity or partnered organization that have not already been disclosed in Section 15. There are no real conflicts of interest with identified providers or other partnerships.	The applicant clearly and comprehensively describes existing or potential conflicts of interest between the school's leadership/management team and any affiliated business entity or partnered organization that have not already been disclosed in Section 15. There are no real conflicts of interest with identified providers or other partnerships.	



## Section 20: Education Service Providers (ESP) and Other Partnerships

Topic	Ranking				N/A
	Does Not Meet	Partially Meets	Meets	Exceeds	
Section 20 (Attachment 19): Educational Service Provider Term Sheet	<p>YES or NO:</p> <p>The Educational Service Provider term sheet includes all of the following:</p> <ul style="list-style-type: none"> <li>Proposed duration of the service contract;</li> <li>Roles and responsibilities of the governing board, school staff, and ESP;</li> <li>Scope of services and resources to be provided by the ESP;</li> <li>Performance evaluations measures and timelines;</li> <li>Compensations structure, including clear identification of all fees to be paid to the ESP;</li> <li>Methods of contract oversight and enforcement;</li> <li>Investment disclosure;</li> <li>Conditions for renewal and termination of the contract.</li> </ul>				



## Section 21: Staffing Plans - Hiring, Management, and Evaluation

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 21.1: Full or Part Time Staff During Planning Year</b>	YES or NO Has the applicant described in detail who is currently working or who will work on a full-time or nearly full-time basis during the planning year between authorization and opening of school and identify the fund sources that will compensate these employees?				
<b>Section 21.2 – 21.4 Recruitment, Hiring and Retention of Mission-aligned Staff</b>	The applicant’s strategy, plans, and timeline for recruiting and hiring mission-aligned teaching staff, in accordance with the state rules and regulations regarding staff qualifications and criminal background checks are unclear and/or missing information. The plan does not include inclusive hiring practices, and/or other key selection criteria and any special considerations relevant to the school’s design. And/or there is an insufficient explanation of how the school will assess a teacher’s ability to serve the anticipated student populations and be effective in teaching a diverse student body with a variety of needs.	The applicant’s strategy, plans, and timeline for recruiting and hiring mission-aligned teaching staff, in accordance with the state rules and regulations regarding staff qualifications and criminal background checks are only partially described. The plan lacks meaningful detail regarding inclusive hiring practices, other key selection criteria and any special considerations relevant to the school’s design. And/or there is a partial explanation of how the school will assess a teacher’s ability to serve the anticipated student populations and be effective in teaching a diverse student body with a variety of needs.	The applicant’s strategy, plans, and timeline for recruiting and hiring mission-aligned teaching staff, in accordance with the state rules and regulations regarding staff qualifications and criminal background checks are complete and clear. The plan includes inclusive hiring practices, other key selection criteria and any special considerations relevant to the school’s design. There is an explanation of how the school will assess a teacher’s ability to serve the anticipated student population and be effective in teaching a diverse student body with a variety of needs.	The applicant’s strategy, plans, and timeline for recruiting and hiring mission-aligned teaching staff, in accordance with the state rules and regulations regarding staff qualifications and criminal background checks are clear and comprehensive. The plan includes demonstrable inclusive hiring practices, other key selection criteria and any special considerations relevant to the school’s design. There is a detailed explanation of how the school will assess a teacher’s ability to serve the anticipated student population and be effective in teaching a diverse student body with a variety of needs.	
<b>Section 21.5: Compensation</b>	The applicant provides salary ranges and employment benefits for all employees, but salary ranges may not be competitive with surrounding districts and/or the incentives or reward structures are unclear or nonexistent.	The applicant provides salary ranges and employment benefits for all employees, but salary ranges may not be competitive with surrounding districts and/or the incentives or reward structures lack meaningful detail.	The applicant provides competitive salary ranges and employment benefits for all employees, and incentives or reward structures with surrounding districts.	The applicant provides highly competitive salary ranges and employment benefits for all employees, and strong incentives or reward structures with surrounding districts.	



## Section 21: Staffing Plans - Hiring, Management, and Evaluation

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 21.6: Employer/Employee Relationship, Retaining and Terminating</b>	The applicant inadequately explains the school's relationship between the employer and employee, is unclear about whether employees will be at-will or whether there will be an employment contract and/or does not give adequate information about the nature and conditions of the contracts for specific employee groups. The strategy for retaining high performing teachers who have demonstrated the ability to increase educational equity and improve academic outcomes is explained in a way that is unclear or has gaps in logic. And/or the applicant does not outline the school's procedures for terminating school personnel or its lack of clarity raises significant concerns.	The applicant partially explains the school's relationship between the employer and employee, is unclear about whether employees will be at-will or whether there will be an employment contract and/or does not give adequate information about the nature and conditions of the contracts for specific employee groups. The applicant explains the school's strategy for retaining high performing teachers who have demonstrated the ability to increase educational equity and improve academic outcomes in a way that is limited and/or minimally described. And/or the applicant outlines the school's procedures for terminating school personnel, but it lacks specificity.	The applicant explains in some detail the school's relationship between the employer and employee, it is clear whether employees will be at-will or whether there will be an employment contract and gives adequate information about the nature and conditions of the contracts for specific employee groups. The applicant explains the school's strategy for retaining high performing teachers who have proven to increase educational equity and improve academic outcomes in a way that is clear. The applicant outlines the school's procedures for terminating school personnel with a moderate level of detail.	The applicant explains in great detail the school's relationship between the employer and employee, it is very clear employees will be at-will or there will be an employment contract and gives detailed information about the nature and conditions of the contracts for specific employee groups. The applicant explains the school's strategy for retaining high performing teachers who have proven to increase educational equity and improve academic outcomes in a way that is clear, detailed, and comprehensive. The applicant outlines in explicit detail the school's procedures for terminating school personnel.	
<b>Section 21.7 Support for New Teachers</b>	The applicant provides little or no plan to support newly certified teachers, teachers with conditional or emergency certifications, or those with less than three years of teaching experience.	The applicant provides a partial or incomplete plan to support newly certified teachers, teachers with conditional or emergency certifications, or those with less than three years of teaching experience.	The applicant provides a complete plan to support newly certified teachers, teachers with conditional or emergency certifications, or those with less than three years of teaching experience.	The applicant provides a clear and detailed plan to support newly certified teachers, teachers with conditional or emergency certifications, or those with less than three years of teaching experience.	
<b>Section 21.8 Teacher/Staff Culture</b>	The applicant provides a little or no description of how the school's leader/s will enculturate all employees and foster a culture of collaboration among the administrative and teaching staff.	The applicant provides a partial or incomplete description of how the school's leader/s will enculturate all employees and foster a culture of collaboration among the administrative and teaching staff.	The applicant provides a complete description of how the school's leader/s will enculturate all employees and foster a culture of collaboration among the administrative and teaching staff.	The applicant provides a clear and detailed description of how the school's leader/s will enculturate all employees and foster a culture of collaboration among the administrative and teaching staff.	
<b>Section 21.9 (Attachment 22) School Leader Evaluation</b>	The applicant includes little or no rationale and/or plan for how the school leader will be evaluated each school year and/or leadership evaluation tool(s) are not provided or are unclear ( <b>Attachment 22</b> ).	The applicant includes a partial and incomplete rationale and plan for how the school leader will be evaluated each school year, and/or the evaluation tools are vaguely described ( <b>Attachment 22</b> ).	The applicant includes a complete rationale and plan for how the school leader will be evaluated each school year. Corresponding leadership evaluation tool(s) are provided ( <b>Attachment 22</b> ).	The applicant includes a clear and detailed rationale and plan for how the school leader will be evaluated each school year. Corresponding leadership evaluation tool(s) are provided ( <b>Attachment 22</b> ).	



## Section 21: Staffing Plans - Hiring, Management, and Evaluation

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 21.10 (Attachment 22) Teacher Evaluation</b>	The applicant provides little or no rationale and/or plan for how teachers will be evaluated each school year and/or teacher evaluation tool(s) are not provided or are unclear ( <b>Attachment 22</b> ).	The applicant’s rationale and plan for how teachers will be evaluated each school year is vague and lacks meaningful detail and/or it is unclear which teacher evaluation tool(s) will be used ( <b>Attachment 22</b> ).	The applicant includes a complete rationale and plan for how teachers will be evaluated each school year. Corresponding teacher evaluation tool(s) are provided ( <b>Attachment 22</b> ).	The applicant includes a clear and detailed rationale and plan for how teachers will be evaluated each school year. Corresponding teacher evaluation tool(s) are provided ( <b>Attachment 22</b> ).	
<b>Section 21 (Attachment 21): Staffing Chart</b>	YES or NO Has the applicant provided a comprehensive and complete staffing chart ( <b>Attachment 21</b> ) for the school with detailed notes and roster to identify the following: <ul style="list-style-type: none"> <li>▪ Year one positions, as well as positions to be added during the five (5) year charter contract;</li> <li>▪ Administrative, instructional, and non-instructional personnel;</li> <li>▪ The number of classroom teachers, paraprofessionals, and specialty teachers;</li> <li>▪ Operational and support staff</li> <li>▪ Provide the teacher-student, as well as the ratio of total adults to students for the school</li> </ul>				



## Section 22: Professional Development

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 22.1: Core Components</b>	<p>The applicant includes an unclear description of the core components of teacher and staff professional development and/or how these components will support effective implementation of:</p> <ul style="list-style-type: none"> <li>▪ The school's mission, vision, values;</li> <li>▪ The proposed educational program including the educational program terms;</li> <li>▪ Educational equity, inclusion, and student agency;</li> <li>▪ Instructional practices proven to be effective with the proposed student population, including all diverse learners and at-risk student populations;</li> <li>▪ Performance data collection, analysis, and use to improve student learning and evaluate the school's culture and climate.</li> </ul>	<p>The applicant includes a partial description of the core components of teacher and staff professional development and/or how these components will support effective implementation of:</p> <ul style="list-style-type: none"> <li>▪ The school's mission, vision, values</li> <li>▪ The proposed educational program including the educational program terms</li> <li>▪ Educational equity, inclusion, and student agency</li> <li>▪ Instructional practices proven to be effective with the proposed student population, including all diverse learners and at-risk student populations</li> <li>▪ Performance data collection, analysis, and use to improve student learning and evaluate the school's culture and climate.</li> </ul>	<p>The applicant includes a clear description of the core components of teacher and staff professional development and how these components will support effective implementation of:</p> <ul style="list-style-type: none"> <li>▪ The school's mission, vision, values</li> <li>▪ The proposed educational program including the educational program terms</li> <li>▪ Educational equity, inclusion, and student agency</li> <li>▪ Instructional practices proven to be effective with the proposed student population, including all diverse learners and at-risk student populations</li> <li>▪ Performance data collection, analysis, and use to improve student learning and evaluate the school's culture and climate.</li> </ul>	<p>The applicant includes a clear, detailed, comprehensive description of the core components of teacher and staff professional development and how these components will support effective implementation of:</p> <ul style="list-style-type: none"> <li>▪ The school's mission, vision, values</li> <li>▪ The proposed educational program including the educational program terms</li> <li>▪ Educational equity, inclusion, and student agency</li> <li>▪ Instructional practices proven to be effective with the proposed student population, including all diverse learners and at-risk student populations</li> <li>▪ Performance data collection, analysis, and use to improve student learning and evaluate the school's culture and climate.</li> </ul>	
<b>Section 22.2: Professional Development Schedule</b>	<p>The applicant provides an insufficient schedule (<b>Attachment 23</b>), and/or an insufficient listing of professional development that will take place <b>prior</b> to school opening, a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the</p>	<p>The applicant provides a partial schedule (<b>Attachment 23</b>), and/or a partial listing of professional development that will take place <b>prior</b> to school opening, a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum</p>	<p>The applicant provides a schedule (<b>Attachment 23</b>), and a clear listing of specific professional development that will take place <b>prior</b> to school opening, a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum</p>	<p>The applicant provides a schedule (<b>Attachment 23</b>), and a clear, detailed, comprehensive listing of specific professional development that will take place <b>prior</b> to school opening, a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging</p>	



## Section 22: Professional Development

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
	curriculum and instructional methods. And/or safety and child abuse training is not included in this description. And/or the applicant does not describes a plan with a reasonable number of expected days/hours for professional development throughout the school year and how the school's calendar, daily schedule, and staffing structure accommodate this plan, the time scheduled for common planning and collaboration and/or the specifics of how this time will typically be used. And/or there is an unclear or nonexistent connection between the professional development plan and the educational program, mission and vision.	and instructional methods. And/or safety and child abuse training is not explicitly included in this description. And/or the applicant partially describes a plan with a reasonable number of expected days/hours for professional development throughout the school year and how the school's calendar, daily schedule, and staffing structure accommodate this plan, the time scheduled for common planning and/or collaboration and the specifics of how this time will typically be used. And/or there is a partial connection between the professional development plan and the educational program, mission and vision.	and instructional methods. Safety and child abuse training are included in this description. The applicant clearly describes a plan with a reasonable number of expected days/hours for professional development throughout the school year and how the school's calendar, daily schedule, and staffing structure accommodate this plan, the time scheduled for common planning and collaboration and the specifics of how this time will typically be used. There is a connection between the professional development plan and the educational program, mission and vision.	aspects of the curriculum and instructional methods. Safety and child abuse training are included in this description. The applicant clearly and specifically describes a plan with an significant number of expected days/hours for professional development throughout the school year and how the school's calendar, daily schedule, and staffing structure accommodate this plan, the time scheduled for common planning and collaboration and the specifics of how this time will typically be used. There is a clear, cohesive connection between the professional development plan and the educational program, mission and vision.	
<b>Section 22.3: Responsible Parties</b>	The applicant does not identify people, position, or organization responsible for professional development and/or the people/organizations are not qualified to provide the professional development. And/or there is an unclear or nonexistent explanation of the extent to which the professional development will be conducted internally or externally and will be individualized or uniform.	The applicant identifies the people, position, or organization responsible for professional development and the people/organizations have limited qualifications to provide the professional development. And/or there is a partial explanation of the extent to which the professional development will be conducted internally or externally and will be individualized or uniform.	The applicant identifies the people, position, or organization responsible for professional development and the people/organizations are qualified to provide the professional development. There is a clear explanation of the extent to which the professional development will be conducted internally or externally and will be individualized or uniform.	The applicant identifies the people, position, or organization responsible for professional development and the people/organizations are highly-qualified to provide the professional development. There is a specific explanation of the extent to which the professional development will be conducted internally or externally and will be individualized or uniform.	



## Section 23: Performance Framework

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 23.1: Interim Assessments</b>	The applicant insufficiently identifies the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year and in each grade, in addition to all mandatory state assessments, and/or does not provide an explanation of how these interim assessments align with the school’s educational program, performance goals, and state standards.	The applicant partially identifies the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year and in each grade, in addition to all mandatory state assessments, and/or provides a limited explanation of how these interim assessments align with the school’s educational program, performance goals, and state standards.	The applicant clearly identifies the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year and in each grade, in addition to all mandatory state assessments, and provides an explanation of how these interim assessments align with the school’s educational program, performance goals, and state standards.	The applicant clearly and comprehensively identifies the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year and in each grade, in addition to all mandatory state assessments, and provides a comprehensive and cohesive explanation of how these interim assessments align with the school’s educational program, performance goals, and state standards.	
<b>Section 23.2: Academic Progress</b>	The applicant includes an unclear or nonexistent description of how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and/or for the term of the charter contract. And/or the applicant provides unclear description of how and when the data will be collected and with whom it will be shared.	The applicant includes a partial description of how the school will measure and evaluate academic progress of individual students, student cohorts, and/or the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract. And/or the applicant provides limited description of how and when the data will be collected and with whom it will be shared.	The applicant includes a clear description of how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract. The applicant provides a clear description of how and when the data will be collected and with whom it will be shared.	The applicant includes a clear, detailed, and comprehensive description of how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract. The applicant provides a clear and detailed description of how and when the data will be collected and with whom it will be shared.	



## Section 23: Performance Framework

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 23.3: Data Analysis and Management</b>	The applicant provides an unclear description of how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and/or report the data to the school community and/or applicant identifies the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of the data and these individuals are not qualified to complete this work. And/or there is no connection between the data analysis plan and the professional development plan.	The applicant provides a limited description of how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and/or report the data to the school community. And/or the applicant identifies the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of the data and these individuals have limited qualifications to complete this work. And/or there is a limited connection between the data analysis plan and the professional development plan.	The applicant provides a clear description of how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. The applicant identifies the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of the data and these individuals are qualified to complete this work. There is a connection between the data analysis plan and the professional development plan.	The applicant provides a clear and comprehensive description of how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. The applicant identifies the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of the data and these individuals are highly qualified to complete this work. There is a cohesive connection between the data analysis plan and the professional development plan.	
<b>23.4: Norm-Referenced/Criterion-Based Assessments</b>	<p>YES or NO</p> <p>If applicable, has the applicant addressed how the school proposes to provide summative norm-referenced or criterion-based assessment data which demonstrates student growth and proficiency, for students in grade levels not assessed by the state (i.e. Kindergarten through grade 2)? Has the applicant described how and when data will be collected and with whom it will be shared?</p>				
<b>Section 23 (Attachment 24): Academic and Organizational Goals</b>	The applicant does not provide, as <b>Attachment 24</b> , a school-specific goals form with <b>academic and organizational</b> goals and targets (minimum one academic and one organizational goal aligned to mission). And/or most goals are not stated in terms of the measures or assessments the school plans to use, are specific, measurable, action oriented, realistic, relevant, and time bound.	The applicant partially provides, as <b>Attachment 24</b> , a school-specific goals form with <b>academic and organizational</b> goals and targets (minimum one academic and one organizational goal aligned to mission). And/or some but not all goals are stated in terms of the measures or assessments the school plans to use, are specific, measurable, action oriented, realistic, relevant, and time bound.	The applicant provides, as <b>Attachment 24</b> , a completed school-specific goals form with <b>T academic and organizational</b> goals and targets (minimum one academic and one organizational goal aligned to mission). All goals are clearly stated in terms of the measures or assessments the school plans to use, are specific, measurable, action oriented, realistic, relevant, and time bound.	The applicant provides, as <b>Attachment 24</b> , a completed school-specific goals form with <b>academic and organizational</b> goals and targets (minimum one academic and one organizational goal aligned to mission). All goals are clearly and comprehensively stated in terms of the measures or assessments the school plans to use, are specific, measurable, action oriented, realistic, relevant, and time bound.	



## Section 24: Facilities

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 24.1-24.4: Requirements</b>	<p>The applicant includes little or no description of:</p> <ul style="list-style-type: none"> <li>The basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities;</li> <li>The anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time.</li> <li>The anticipated administrative/support space needs;</li> <li>The core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc., that is unclear.</li> </ul> <p>And/or the facilities requirements do not support the educational program.</p>	<p>The applicant includes a limited description of:</p> <ul style="list-style-type: none"> <li>The basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities;</li> <li>Anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time.</li> <li>the anticipated administrative/support space needs;</li> <li>The core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc., that is unclear.</li> </ul> <p>Or the facilities requirements do not support the educational program.</p>	<p>The applicant includes a clear description of the:</p> <ul style="list-style-type: none"> <li>The basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities;</li> <li>Anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time.</li> <li>the anticipated administrative/support space needs;</li> <li>The core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc., that is unclear.</li> </ul> <p>The facilities requirements do support the educational program.</p>	<p>The applicant includes a clear and detailed description of</p> <ul style="list-style-type: none"> <li>The basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities;</li> <li>Anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time.</li> <li>the anticipated administrative/support space needs;</li> <li>The core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc., that is unclear.</li> </ul> <p>The facilities requirements explicitly support the educational program.</p>	



## Section 24: Facilities

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 24.5: Steps Already Taken</b>	The description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc. demonstrate the applicant's insufficient understanding of the real estate market and tasks to be completed OR there is no description of the steps already taken.	The description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc. demonstrate the applicant's limited understanding of the real estate market and tasks to be completed..	The description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc. demonstrate the applicant's understanding of the real estate market and tasks to be completed.	The description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc. demonstrate the applicant's strong understanding of the real estate market and tasks to be completed.	
<b>Section 24.6 and Attachment 25: MOU or Other Proof of Intent to Secure Facilities</b>	<p>YES or NO</p> <p>Has the applicant provided proof of the commitment regarding a specific secured facility OR has the application provided up to 10 pages of supporting documents providing details about proposed facilities including maps, pictures, communications with realtor/broker, etc.</p> <p>Has the applicant included a description of the facility including location, size, and amenities has been provided in <b>Attachment 25</b>, along with proof of the commitment and demonstrable supporting documents providing details about the facility?</p>				



## Section 25: Transportation, Safety, and Food Service

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 25.1-25.2: Transportation Plan</b>	The applicant provides an insufficient or unclear school transportation plan and/or an unclear or nonexistent description of how the school plans to meet transportation needs of students including students with disabilities and students experiencing homelessness or what transportation will be needed for field trips and athletic events.	The applicant provides a partial school transportation plan and/or a limited description of how the school plans to meet transportation needs of students including students with disabilities and students experiencing homelessness or what transportation will be needed for field trips and athletic events.	The applicant provides a clear school transportation plan and a clear description of how the school plans to meet transportation needs of students including students with disabilities and students experiencing homelessness or what transportation will be needed for field trips and athletic events.	The applicant provides a clear, specific, and comprehensive school transportation plan and a clear, specific description of how the school plans to meet transportation needs of students including students with disabilities and students experiencing homelessness or what transportation will be needed for field trips and athletic events.	
<b>Section 25.3: Safety and Security</b>	The applicant provides an insufficient plan for the safety and security of students, the facility, and property, an explanation of how that plan complies with all federal, state, county, and city health and safety laws, and the types of security personnel, technology, equipment, and policies that the school will employ.	The applicant provides a limited plan for the safety and security of students, the facility, and property, an explanation of how that plan complies with all federal, state, county, and city health and safety laws, and the types of security personnel, technology, equipment, and policies that the school will employ.	The applicant provides a clear plan for the safety and security of students, the facility, and property, an explanation of how that plan complies with all federal, state, county, and city health and safety laws, and the types of security personnel, technology, equipment, and policies that the school will employ.	The applicant provides a clear, specific, comprehensive plan for the safety and security of students, the facility, and property, an explanation of how that plan complies with all federal, state, county, and city health and safety laws, and the types of security personnel, technology, equipment, and policies that the school will employ.	
<b>Section 25.4: Food Service</b>	The applicant provides little or no information or a description of the plans for food service and other significant operational or ancillary services.	The applicant partially demonstrates capacity for its plans for food service and other significant operational or ancillary services.	The applicant clearly demonstrates capacity for its plans for food service and other significant operational or ancillary services.	The applicant clearly and explicitly demonstrates capacity for its plans for food service and other significant operational or ancillary services.	
<b>Section 25 (Attachment): Insurance Coverage</b>	YES or NO Has the applicant provided a list of the types and levels of insurance coverage ( <b>Attachment 26</b> ) the school will secure, and has demonstrated that they have exceeded the coverage identified in the sample contract (including but not limited to workers compensation, unemployment compensation, general liability, property, indemnity, directors and officers, motor vehicle, and errors and omissions [Sample Contract § 13.1])?				



## Section 26: Operations Plan and Capacity

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 26.1: Applicant Team Capacity</b>	The applicant provides an insufficient description of the team’s individual and collective qualifications for implementing the Operations Plan successfully, with strong capacity in: <ul style="list-style-type: none"> <li>▪ School leadership and governance</li> <li>▪ Staffing</li> <li>▪ Performance management</li> <li>▪ General operations</li> <li>▪ Day-to-day facilities management</li> <li>▪ State and federal compliance</li> </ul>	The applicant provides a partial description of the team’s individual and collective qualifications for implementing the Operations Plan successfully, with strong capacity in: <ul style="list-style-type: none"> <li>▪ School leadership and governance</li> <li>▪ Staffing</li> <li>▪ Performance management</li> <li>▪ General operations</li> <li>▪ Day-to-day facilities management</li> <li>▪ State and federal compliance</li> </ul>	The applicant provides a clear description of the team’s individual and collective qualifications for implementing the Operations Plan successfully, with strong capacity in: <ul style="list-style-type: none"> <li>▪ School leadership and governance</li> <li>▪ Staffing</li> <li>▪ Performance management</li> <li>▪ General operations</li> <li>▪ Day-to-day facilities management</li> <li>▪ State and federal compliance</li> </ul>	The applicant provides a clear, detailed, and comprehensive description of the team’s individual and collective qualifications for implementing the Operations Plan successfully, with strong capacity in: <ul style="list-style-type: none"> <li>▪ School leadership and governance</li> <li>▪ Staffing</li> <li>▪ Performance management</li> <li>▪ General operations</li> <li>▪ Day-to-day facilities management</li> <li>▪ State and federal compliance</li> </ul>	
<b>Section 26.2: Facility Acquisition and Management Capacity</b>	The applicant provides insufficient evidence of the organization’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.	The applicant provides limited evidence of the organization’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.	The applicant provides clear and sufficient evidence of the organization’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.	The applicant provides clear and strong evidence of the organization’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.	
<b>Section 26.3: Start-Up Plan</b>	The applicant provides little or no information or a description of its start-up plan ( <b>Attachment 27</b> ) for the school.	The applicant provides a partial start-up plan ( <b>Attachment 27</b> ) that may or may not include specifying tasks, timelines, and responsible individuals, and/or is somewhat in alignment with the start-up budget.	The applicant provides a clear start-up plan ( <b>Attachment 27</b> ) for the school specifying tasks, timelines, and responsible individuals, and is in alignment with the start-up budget.	The applicant provides a clear, comprehensive, and detailed start-up plan ( <b>Attachment 27</b> ) for the school specifying tasks, timelines, and responsible individuals, and is in alignment with the start-up budget.	



## CATEGORY 3: FINANCIAL PLAN AND CAPACITY

Section 27: Financial Plan					
Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 27.1: Systems and Processes</b>	The applicant provides an insufficient description of the systems and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements and the Accounting Manual for Public School Districts, which raises significant concerns about the financial management of the school.	The applicant provides limited description of the systems and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements and the Accounting Manual for Public School Districts, which demonstrates a questionable financial management of the school.	The applicant provides a clear description of the systems and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements and the Accounting Manual for Public School Districts, which demonstrates a sound financial management of the school.	The applicant provides a clear, detailed, and comprehensive description of the systems and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements and the Accounting Manual for Public School Districts, which demonstrates a sound financial management of the school.	
<b>Section 27.2: Roles and Responsibilities</b>	The applicant provides an insufficient description of the roles and responsibilities of the school's administration and governing board for school finances and it does not distinguish between each.	The applicant provides a limited description of the roles and responsibilities of the school's administration and governing board for school finances which somewhat distinguishes between each.	The applicant provides a clear description of the roles and responsibilities of the school's administration and governing board for school finances which clearly distinguishes between each.	The applicant provides a clear, detailed, and comprehensive description of the roles and responsibilities of the school's administration and governing board for school finances which clearly distinguishes between each.	
<b>Section 27.3: Financial Transparency</b>	YES or NO Has the applicant sufficiently described how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report?				
<b>Section 27.4: Budget Review</b>	YES or NO Has the applicant sufficiently described how the school will regularly review its budget?				
<b>Section 27 (Attachment 28): Financial Plan Workbook</b>	YES or NO Did the applicant include a fully completed Financial Plan Workbook ( <b>Attachment 28</b> ), which uses the per-pupil revenue guidance provided by the Commission? Did the applicant align the Financial Plan to the educational program, staffing structure, professional development, etc?				



## Section 27: Financial Plan

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 27 (Attachment 29): Budget Narrative</b>	<p>The applicant provides an insufficient line item budget narrative (<b>Attachment 29</b>) which includes a limited description of assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, and expenditures, the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising).</p> <p>The description does not align to the educational program and does not clearly address:</p> <ul style="list-style-type: none"> <li>Anticipated funding sources</li> <li>The school's contingency plan</li> <li>The school's ability to meet the Commission's Financial Performance Framework standards throughout the life of the charter contract</li> </ul> <p>Does not address most of the details named in the application (<b>Section 27, Attachment 29</b>).</p>	<p>The applicant provides a partial line item budget narrative (<b>Attachment 29</b>) which includes a limited description of assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, and expenditures, the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising).</p> <p>The description somewhat aligns to the educational program and partially addresses:</p> <ul style="list-style-type: none"> <li>Anticipated funding sources</li> <li>The school's contingency plan</li> <li>The school's ability to meet the Commission's Financial Performance Framework standards throughout the life of the charter contract</li> </ul> <p>Most but not all of the details named in the application (<b>Section 27, Attachment 29</b>) are included.</p>	<p>The applicant provides a sufficient line item budget narrative (<b>Attachment 29</b>) which includes a description of assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, and expenditures, the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising).</p> <p>The description aligns to the educational program and clearly addresses:</p> <ul style="list-style-type: none"> <li>Anticipated funding sources</li> <li>The school's contingency plan</li> <li>The school's ability to meet the Commission's Financial Performance Framework standards throughout the life of the charter contract</li> </ul> <p>All details named in the application (<b>Section 27, Attachment 29</b>) are included.</p>	<p>The applicant provides a detailed and comprehensive line item budget narrative (<b>Attachment 29</b>) which includes a description of assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, and expenditures, the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising).</p> <p>The description cohesively aligns to the educational program and clearly addresses:</p> <ul style="list-style-type: none"> <li>Anticipated funding sources</li> <li>The school's contingency plan</li> <li>The school's ability to meet the Commission's Financial Performance Framework standards throughout the life of the charter contract</li> </ul> <p>All details named in the application (<b>Section 27, Attachment 29</b>) are included.</p>	
<b>Section 27 (Attachment 30): Financial Policies and Procedures</b>	<p>The applicant did not include sample financial policies and procedures including financial planning, accounting, purchasing, and payroll, the establishment and maintenance of strong internal controls to ensure compliance with all financial reporting requirements and the School District Accounting manual and/or the policies and procedures do not align to best practices. The year one cash flow contingency is not described.</p>	<p>The applicant included sample financial policies and procedures including financial planning, accounting, purchasing, and payroll, the establishment and maintenance of strong internal controls to ensure compliance with all financial reporting requirements and the School District Accounting manual. The policies and procedures align to best practices. The year one cash flow contingency described is limited.</p>	<p>The applicant included sample financial policies and procedures including financial planning, accounting, purchasing, and payroll, the establishment and maintenance of strong internal controls to ensure compliance with all financial reporting requirements and the School District Accounting manual. The policies and procedures consistently align to best practices. The year one cash flow contingency described in detail.</p>	<p>The applicant included sample financial policies and procedures including financial planning, accounting, purchasing, and payroll, the establishment and maintenance of strong internal controls to ensure compliance with all financial reporting requirements and the School District Accounting manual. The policies and procedures consistently align to best practices. The year one cash flow contingency described in detail.</p>	



## Section 27: Financial Plan

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 27 (Attachment 31): Philanthropic Funding Commitments</b>	YES or NO Is there evidence of philanthropic funding commitments?				
<b>Section 27 (Attachment 32): Fundraising Plan</b>	The applicant does not provide a long-term fundraising plan; plan does not describe how the school will sustain any necessary fundraising, who will take the lead in implementing, and/or how the board members will be engaged.	The applicant provides a partial long-term fundraising plan, including specifics about the timeline and person responsible for each task; plan partially describes how the school will sustain any necessary fundraising, who will take the lead in implementing, and/or how the board members will be engaged.	The applicant provides a clear detailed long-term fundraising plan, including specifics about the timeline and person responsible for each task; plan clearly describes how the school will sustain any necessary fundraising, who will take the lead in implementing, and how the board members will be engaged.	The applicant provides a clear, comprehensive, detailed long-term fundraising plan, including specifics about the timeline and person responsible for each task; plan clearly and specifically describes how the school will sustain any necessary fundraising, who will take the lead in implementing, and how the board members will be engaged.	



## Section 28: Financial Management Capacity

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 28.1: Applicant Team Capacity</b>	<p>The applicant provides little or no description of the team's individual and collective qualifications for implementing the Financial Plan successfully.</p> <p>And/or the applicant does not sufficiently address:</p> <ul style="list-style-type: none"> <li>Financial management;</li> <li>Fundraising and development;</li> <li>Accounting and internal controls.</li> </ul>	<p>The applicant provides a limited and/or incomplete description of the team's individual and collective qualifications for implementing the Financial Plan successfully.</p> <p>And/or the applicant addresses some of the following or did so in a limited manner:</p> <ul style="list-style-type: none"> <li>Financial management;</li> <li>Fundraising and development;</li> <li>Accounting and internal controls.</li> </ul>	<p>The applicant clearly demonstrates the team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as:</p> <ul style="list-style-type: none"> <li>Financial management;</li> <li>Fundraising and development; and</li> <li>Accounting and internal controls.</li> </ul>	<p>The applicant clearly and comprehensively demonstrates the team's individual and collective qualifications for implementing the Financial Plan successfully.</p> <p>There is strong evidence of capacity in the school's:</p> <ul style="list-style-type: none"> <li>Financial management;</li> <li>Fundraising and development;</li> <li>Accounting and internal controls.</li> </ul>	
<b>Section 28 (Attachment 33): Internal Financial Statements</b>	<p>YES or NO</p> <p>Has the applicant provided the most recent internal financial statements, inclusive of clear and complete balance sheets and income statements for the organization and any related business entities? Are school level and overall operations are clearly and distinctly represented (<b>Attachment 33</b>)? Does the evidence demonstrate financial health and viability?</p>				
<b>Section 28 (Attachment 34): Audits</b>	<p>YES or NO</p> <p>If applicable, has the applicant provided the last three years of independent financial audit reports and management letters with no findings, for the organization as a whole and any related business entities (<b>Attachment 34</b>)?</p>				



## CATEGORY 4: EXISTING OPERATORS AND PLANNED GROWTH

Section 29: Existing Operators or Charter Management Organization Growth and Expansion/Replication of Current Schools					
Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
<b>Section 29.1 Organizational Assessment</b>	The applicant includes little to no description of how it has assessed the performance of its current school/s and determined it is capable and ready to open another school. There is a little to no description of the methods, tools, assessments, or indicators that the applicant has used to determine that it will likely be an academic, operational, and financial success	The applicant includes a limited description of how it has assessed the performance of its current school/s and determined it is capable and ready to open another school. There is a limited description of the methods, tools, assessments, or indicators that the applicant has used to determine that it will likely be an academic, operational, and financial success	The applicant includes a clear description of how it has assessed the performance of its current school/s and determined it is capable and ready to open another school. There is a description of the methods, tools, assessments, or indicators that the applicant has used to determine that it will likely be an academic, operational, and financial success	The applicant includes a detailed and comprehensive description of how it has assessed the performance of its current school/s and determined it is capable and ready to open another school. There is a clear description of the methods, tools, assessments, or indicators that the applicant has used to determine that it will likely be an academic, operational, and financial success	
<b>Section 29.2: Growth Plans and Capacity</b>	The applicant includes little to no description of the organization's growth plans and capacity to successfully support and execute that plan, including business plans to support anticipated growth, which raises significant concerns for continued capacity for growth.	The applicant includes a limited description of the organization's growth plans and capacity to successfully support and execute that plan, including business plans to support anticipated growth, which indicates questions around the likelihood for continued capacity for growth.	The applicant includes a clear description of the organization's growth plans, including the total number of charter schools it hopes to operate in WA state, and capacity to successfully support and execute that plan, including business plans to support anticipated growth, which indicates a likelihood for continued capacity for growth.	The applicant includes a clear, detailed, and comprehensive description of the organization's growth plans, including the total number of charter schools it hopes to operate in WA state, and capacity to successfully support and execute that plan, including business plans to support anticipated growth, which indicates a strong likelihood for continued capacity for growth.	







