

NEW CHARTER SCHOOL APPLICATION EVALUATION RUBRIC

For Schools Opening in the 2022-2023 School Year

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Washington State Charter School Commission

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CONTENTS

ABOUT THIS DOUCMENT	4
Introduction	4
Rating Characteristics	5
CATEGORY 1: EDUCATIONAL PLAN AND CAPACITY	6
Section 1: School Overview	6
Section 2: Family and Community Engagement	8
Section 3: School Culture and Climate	11
Section 4: Student Recruitment and Enrollment	13
Section 5: Program Overview	14
Section 6: Curriculum and Instructional Design	15
Section 7: Student Performance Standards	18
Section 8: High School Graduation Requirements (High Schools Only)	19
Section 9: Supplemental Programming	20
Section 10: Special Populations and At-Risk Students	21
Section 11: School Calendar and Schedule	23
Section 12: Student Discipline Policy and Plan	24
Section 13: Educational Program Capacity	25
CATEGORY 2: ORGANIZATIONAL PLAN AND CAPACITY	27
Section 14: Legal Status and Governing Documents	27
Section 15: Board Members and Governance	29
Section 16: Organization Structure	33
Section 17: Advisory Bodies	34
Section 18: Grievance /Complaint Process	35
Section 19: District Partnerships	36
Section 20: Education Service Providers (ESP) and Other Partnerships	37
Section 21: Staffing Plans, Hiring, Management, and Evaluation	40
Section 22: Professional Development	43

Section 23: Performance Framework	45
Section 24: Facilities	47
Section 25: Transportation, Safety, and Food Service	49
Section 26: Operations Plan and Capacity	50
CATEGORY 3: FINANCIAL PLAN AND CAPACITY	51
Section 27: Financial Plan	51
Section 28: Financial Management Capacity	54
CATEGORY 4: EXISTING OPERATORS AND PLANNED GROWTH	55
Section 29: Existing Operators or Charter Management Organization Growth and	
Expansion/Replication of Current Schools	55

ABOUT THIS DOUCMENT

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

Section 1: School Overview						
Tonic	Ranking					
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 1.2: Geographic Location	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.		
Section 1.3: Mission,	The applicant provides mission and	The applicant provides a school plan that	The applicant provides a clear school	The applicant provides a clear school		
Vision, and Long-Term Goals	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.	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.	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.	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		
Section 1.4: Request for Additional Planning Year	YES or NO: Is the applicant planning to open their schols rationale provided?	pol in the fall of 2023?	<u>I</u>			

Tonic			Ranking		
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Section 2.1: Assessment of Demand	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. The tools or methods used to assess demand are unreliable. There is little to no discussion of how families have demonstrated their intent to enroll in the proposed school if authorized.	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. The tools or methods used to assess demand are reliable, but insufficient. There is limited discussion of how families have demonstrated their intent to enroll in the proposed school if authorized.	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. The tools or methods to assess demand are reliable and sufficient. There is a discussion of how families have demonstrated their intent to enroll in the proposed school and evidence of this intent.	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. The tools or methods used to assess demand are reliable and verifiable. There is a discussion of how families have demonstrated their intent to enroll in the proposed school and significant evidence of this intent.	

Tonic	Ranking					
Topic	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. 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 applicant includes little or no description of how the school will engage families in the life of the school. 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. There is no description of the community resources that will be available to students and families.	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 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 applicant includes a description of how the school will engage families in the life of the school, though it is limited. 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 a partial description of the community resources that will be available to students and families.	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 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 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. There is a clear description of the community resources that will be available to students and families.	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). 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 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 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: Fam	Section 2: Family and Community Engagement							
Topic			Ranking					
Торіс	Does Not Meet	Partially Meets	Meets	Exceeds	N/A			
Section 2 (Attachment	The applicant provides little to no	The applicant provides limited evidence	The applicant provides substantial	The applicant provides substantial				
3): Evidence of Support	evidence of family or community	of family or community	evidence of family or community	evidence of family or community				
and Demand	demand/support/engagement for the proposed school.	demand/support/engagement for the proposed school.	demand/support/engagement for the proposed school, including some evidence of families' intent to enroll.	demand/support/engagement for the proposed school, including significant evidence of families' intent to enroll.				

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

Section 3: School Culture and Climate						
Tonic			Ranking			
Topic	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?					
Section 3.7: Student	The applicant includes an insufficient	The applicant includes a partial	The applicant includes a clear description	The applicant includes a clear, detailed		
Disengagement	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.	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.	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.	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						
Tonic	Ranking					
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 4.1-4.2: Marketing and Student Recruitment	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		
Section 4.3: Enrollment Policy & Plan	 enrollment due to a disability A general timeline and plan for second plan f	plan for outreach to at-risk students. r NO: the applicant's enrollment policy include: • 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 • A general timeline and plan for student recruitment/engagement; • 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; • 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; • 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				
Section 4 (Overall): Cultural Inclusion	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.		

Tonic	Ranking					
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 5: Educational Program Terms	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.		
Section 5: Culturally Responsive Program, Educational Equity, and Student Agency	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.		

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

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

Section 6: Curriculum and Instructional Design							
Tonic	Ranking						
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A		
Section 6.4-6.6: Instructional Strategies	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.	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	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	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			
Section 6.7: Social-	YES or NO:	standards is limited.	standards.	level or who are not meeting growth/proficiency standards.			
Emotional Learning (SEL) Curriculum This is only applicable if a school intends to use a specific SEL curriculum.	• • •	•	curriculum will be presented alongside or in ne schools' anticipated student population in	•			

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

Section 8: High School Graduation Requirements (High Schools Only)							
Tania	Ranking						
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A		
Section 8.1: Graduation	The applicant provides little or no	The applicant provides a limited	The applicant provides a clear	The applicant provides a clear, detailed			
Requirements	explanation of how students will earn	explanation of how students will earn	explanation of how students will earn	explanation of how students will earn			
	credit hours, how grade-point averages	credit hours, how grade-point averages	credit hours, how grade-point averages	credit hours, how grade-point averages			
	will be calculated, what information will	will be calculated, what information will	will be calculated, what information will	will be calculated, what information will			
	and will not be on transcripts, and/or	and will not be on transcripts, and/or	and will not be on transcripts, and what	and will not be on transcripts, and what			
	what elective courses will be offered.	what elective courses will be offered.	elective courses will be offered. If	elective courses will be offered. If			
	And/or if graduation requirements for	And/or if graduation requirements for	graduation requirements for the school	graduation requirements for the school			
	the school will exceed state standards,	the school will exceed state standards,	will exceed state standards, there is an	will exceed state standards, there is a			
	there is not an explanation of the	there is an explanation of the additional	explanation of the additional	detailed explanation of the additional			
	additional requirements.	requirements, but it lacks meaningful	requirements and how they connect	requirements and how they connect			
		details.	back to the educational program terms	back to the educational program terms			
			and/or mission/vision.	and/or mission/vision.			
Section 8.2:	The applicant includes little or no	The applicant includes an explanation of	The applicant includes a clear	The applicant includes a clear and			
Career/College	explanation of how the graduation	how the graduation requirements will	explanation of how the graduation	detailed description of how the			
Readiness	requirements will ensure student	ensure student readiness for college or	requirements will ensure student	graduation requirements will ensure			
	readiness for college or other	other postsecondary opportunities (e.g.	readiness for college or other	student readiness for college or other			
	postsecondary opportunities (e.g. trade	trade school, military service, or entering	postsecondary opportunities (e.g. trade	postsecondary opportunities (e.g. trade			
	school, military service, or entering the	the workforce) that lacks clarity and	school, military service, or entering the	school, military service, or entering the			
	workforce).	sufficient detail.	workforce).	workforce).			
Section 8.3: Students at	The applicant includes little or no	The applicant includes a limited	The applicant includes a clear description	The applicant includes a clear and			
Risk of Not Graduating	explanation of the systems and	explanation of the systems and	of the systems and structures the school	detailed description of the systems and			
	structures the school will implement for	structures the school will implement for	will implement for serving students who	structures used for students who are not			
	students at risk of not meeting the	serving students who are not meeting	are not meeting the proposed	meeting graduation requirements, which			
	proposed graduation requirements.	the proposed graduation requirements;	graduation requirements, which	demonstrates a strong understanding of			
		it lacks meaningful details.	demonstrates a sufficient understanding	at-risk student needs and a high			
			of at-risk student needs and potential for	potential for student success.			
			student success.				

Tania	Ranking							
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A			
Section 9.1: Summer School Section 9.2: Extra or Co-		Vill 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, nticipated resource and staffing needs, funding, process for determining attendance when student interest/need exceeds capacity)?						
Curricular Activities	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 participant 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.	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.	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.	articulated, detailed description of culturally responsive extra-curricular, cocurricular, 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 cocurricular activities and the educational program terms, mission, and vision.				
Section 9.3: Supplemental Programming Parent Outreach	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	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.				

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

Section 10: Supports for Diverse Learners and At-Risk Students									
Tonic	Ranking								
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A				
Sections 10.3 g-j-10.4:	The applicant provides insufficient	The applicant provides limited	The applicant provides clear descriptions	The applicant provides clear, detailed,					
Monitoring student	descriptions of how the school will	descriptions of how the school will	of how the school will identify, serve and	comprehensive descriptions of how the					
progress including	identify, serve and instruct, monitor,	identify, serve and instruct, monitor,	instruct, monitor, evaluate, promote,	school will identify, serve and instruct,					
redesignating and	evaluate, promote, and staff to meet the	evaluate, promote, and staff to meet the	and staff to meet the needs of diverse	monitor, evaluate, promote, and staff to					
promoting; involving	needs of diverse learners with mild,	needs of diverse learners with mild,	learners with mild, moderate, and severe	meet the needs of students with mild,					
families and program	moderate, and severe disabilities, ELL	moderate, and severe disabilities, ELL	disabilities, ELL students,	moderate, and severe disabilities, ELL					
evaluation	students, homeless/foster care students,	students, homeless/foster care students,	homeless/foster care students, highly	students, homeless/foster care students,					
	highly capable students, and other at-	highly capable students, and other at-	capable students, and other at-risk	highly capable students, and other at-					
	risk students.	risk students.	students.	risk students.					
	Family involvement is either missing or	Family involvement is either	Family involvement is adequately	Family involvement is clearly described					
	inconsistent with state and federal law.	inadequately described or inconsistent	described and consistent with state and	and consistent with state and federal					
	There is no clear plan for evaluation of	with state and federal law.	federal law.	law.					
	the overall program.	There is an insufficient or unclear plan	There is an adequate plan for evaluation	There is a clearly described plan for					
		for evaluation of the overall program.	of the overall program.	evaluation of the overall program.					

Section 11: School Calendar and Schedule							
Tonis	Ranking						
Topic	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	Did the applicant provide a sample daily ar						

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

Section 13: Ed	Section 13: Educational Program Capacity							
Topic	Ranking							
Торіс	Does Not Meet	Partially Meets	Meets	Exceeds	N/A			
Section 13.1-13.2, 13.5: Leadership Team	Key members of the school's leadership team who will be responsible for development and opening of the school are not clearly identified	Key members of the school's leadership team who will be responsible for development and opening of the school have been identified.	Key members of the school's leadership team who will be responsible for development and opening of the school have been identified.	Key members of the school's leadership team who will be responsible for development and opening of the school have been identified.				
	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: School leadership and administration; Curriculum, instruction, and assessment; Professional development; Cultural competence/inclusiveness; Increasing educational equity and closing the opportunity gap; and Experience working with diverse learners and students defined as "atrisk; Family and community engagement.	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: School leadership and administration; Curriculum, instruction, and assessment; Professional development; Cultural competence/inclusiveness; Increasing educational equity and closing the opportunity gap; and Experience working with diverse learners and students defined as "atrisk; Family and community engagement.	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: School leadership and administration; Curriculum, instruction, and assessment; Professional development; Cultural competence/inclusiveness; Increasing educational equity and closing the opportunity gap; and Experience working with diverse learners and students defined as "atrisk; Family and community engagement.	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: School leadership and administration; Curriculum, instruction, and assessment; Professional development; Cultural competence/inclusiveness; Increasing educational equity and closing the opportunity gap; and Experience working with diverse learners and students defined as "atrisk;				
	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.	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.	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.	■ Family and community engagement. 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.				
Section 13.2: Ties to the Community	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.	The applicant includes a limited description of the applicant's ties to and/or knowledge of the proposed community that the school will serve.	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.	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.				

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

CATEGORY 2: ORGANIZATIONAL PLAN AND CAPACITY

Section 14: Legal Status and Governing Documents Ranking **Topic Partially Meets** Meets **Exceeds** N/A Section 14.1: Legal Status The applicant insufficiently describes the The applicant partially describes the The applicant clearly and explicitly The applicant clearly describes the proposed school's legal status, including proposed school's legal status, including proposed school's legal status, including describes the proposed school's legal nonprofit status and federal tax-exempt nonprofit status and federal tax-exempt nonprofit status and federal tax-exempt status, including nonprofit status and status. And/or the legal status described federal tax-exempt status. status. status. indicates the organization is not eligible to operate a charter public school in Washington State. Section 14.2: Subsidiaries If applicable, the applicant provides little If applicable, the applicant partially If applicable, the applicant clearly If applicable, the applicant clearly and and Business Endeavors or no description of any subsidiaries describes any subsidiaries owned or describes any subsidiaries owned or comprehensively describes any owned or affiliated with the nonprofit affiliated with the nonprofit submitting affiliated with the nonprofit submitting subsidiaries owned or affiliated with the submitting this charter school this charter school application, and/or this charter school application, and nonprofit submitting this charter school application, and/or does not describe any partially describes any other clearly describes any other application, and explicitly and clearly other organizational/business endeavors organizational/business endeavors in organizational/business endeavors in describes any other in which the nonprofit submitting this which the nonprofit submitting this which the nonprofit submitting this organizational/business endeavors in application is involved in and/or application is involved in. application is involved in. which the nonprofit submitting this information provided raises substantial application is involved in. concerns. Section 14 (Attachment YES or NO: 13): Governing Has the applicant submitted detailed, clear documentation as Attachment 13 of the following? Are there any concerns about the contents of the documents? **Documents** Articles of Incorporation; Proof of nonprofit status and federal tax-exempt status (or copies of filings for the preceding items); Bylaws; Completed and Board Chair signed Statement of Assurances; Other governing documents already adopted.

Section 14: Legal Status and Governing Documents									
Tonic			Ranking						
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A				
5-10 Year Growth Plan	If 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	If 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	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	If 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					
	little to no detail to support anticipated growth.	business plans that lack sufficient detail to support anticipated growth.	anticipated growth.	anticipated growth.					

Section 15: Board Members and Governance						
Ranking						
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 15.1: Board's	The applicant does not describe the	The applicant provides a limited	The applicant clearly describes the	The applicant clearly and		
Approach to Governance	board's approach to governance	description of the governance	governance philosophy that will guide	comprehensively describes the board's		
	inclusive of the nature and extent of	philosophy that will guide the board,	the board, inclusive of the nature and	approach to governance inclusive of the		
	involvement by key stakeholder groups	inclusive of the nature and extent of	extent of involvement by key	nature and extent of involvement by key		
	OR the description is unclear.	involvement by key stakeholder groups.	stakeholder groups.	stakeholder groups.		
Section 15.2-4:	The applicant provides insufficient or no	The applicant describes the governance	The applicant clearly describes the	The applicant clearly and		
Governance and	description of the governance structure	structure of the proposed school,	governance structure of the proposed	comprehensively describes the		
Management	of the proposed school, including the	including the primary roles of the	school, including the primary roles of the	governance structure of the proposed		
	primary roles of the governing board and	governing board, how it will interact with	governing board and how it will interact	school, including the primary roles of the		
	how it will interact with the	the principal/head of school and any	with the principal/head of school and	governing board and how it will interact		
	principal/head of school and any	advisory bodies, the size, current and	any advisory bodies. The applicant	with the principal/head of school and		
	advisory bodies. The applicant provides	desired composition, powers, and duties	clearly describes the size, current and	any advisory bodies. The applicant		
	an unclear description of the size,	of the governing board, the key skills,	desired composition, powers, and duties	clearly describes the size, current and		
	current and desired composition,	areas of expertise, and constituencies	of the governing board. The applicant	desired composition, powers, and duties		
	powers, and duties of the governing	that will be represented on the	clearly identifies key skills, areas of	of the governing board. The applicant		
	board. The applicant fails to identify key	governing board, though has done so in	expertise, and constituencies that will be	clearly identifies key skills, areas of		
	skills, areas of expertise, and	a limited manner, lacking meaningful	represented on the governing board.	expertise, and constituencies that will be		
	constituencies that will be represented	detail.		represented on the governing board,		
	on the governing board.		The applicant clearly explains how the	providing specific details and evidence.		
		And/or the applicant partially explains	governance structure and composition			
	And/or the applicant provides	how the governance structure and	will help ensure that:	The applicant comprehensively explains		
	insufficient or no explanation of how the	composition will help ensure that:	■ The school will be an educational,	how the governance structure and		
	governance structure and composition	The school will be an educational,	financial and operational success;	composition will help ensure that:		
	will help ensure that:	financial and operational success;	■ The board will evaluate the success of	The school will be an educational,		
	The school will be an educational,	■ The board will evaluate the success of	the school and school leader;	financial and operational success;		
	financial and operational success;	the school and school leader;	There will be active and effective	■ The board will evaluate the success of		
	■ The board will evaluate the success of	There will be active and effective	representation of key stakeholders,	the school and school leader;		
	the school and school leader;	representation of key stakeholders,	including parents; and	There will be active and effective		
	There will be active and effective	including parents; and	 The school will be a culturally 	representation of key stakeholders,		
	representation of key stakeholders,	■ The school will be a culturally	responsive education system.	including parents; and		
	including parents; and	responsive education system.		■ The school will be a culturally		
	■ The school will be a culturally	,	The evidence provided demonstrates	responsive education system.		
	responsive education system.	And/or the limited evidence provided	sufficient board capacity.	,		
	,	raises concerns about the limited scope	, ,	The specific evidence provided		
ļ	And/or the lack of evidence raises	of board capacity.		demonstrates a high degree of board		
	significant concerns about the board's			capacity.		
ļ	capacity.					

	Ranking					
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 15.5:	YES or NO					
Membership	For each individual identified as a current a	nd/or a proposed board member in Category	y 1 Section D (Board Member Roster), has the	e 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					
Section 15.6 and 15.8:	The applicant provides little or no	The applicant lacks sufficient detail in its	The applicant clearly explains the	The applicant clearly and		
Structure and Increasing	explanation of the procedures by which	explanation of the procedure by which	procedure by which board members	comprehensively explains the procedure		
Board Capacity	board members have been and will be	board members have been and will be	have been and will be selected, how	by which board members have been and		
	selected, how often the board meets,	selected, how often the board meets,	often the board meets, and discusses the	will be selected. The applicant clearly		
	and the plans for any committees. The	and the plans for any committees. The	plans for any committees. The applicant	describes how often the board meets,		
	applicant provides little or no description	applicant partially describes the plans for	clearly describes the plans for increasing	and discusses specific plans for any		
	of the plans for increasing the capacity of	increasing the capacity of the governing	the capacity of the governing board, how	committee structure. The applicant		
	the governing board, how the board will	board, how the board will expand and	the board will expand and develop over	clearly and comprehensively describes		
	expand and develop over time, how new	develop over time, how new members	time, how new members will be	the plans for increasing the capacity of		
	members will be recruited and added,	will be recruited and added, and how	recruited and added, and how vacancies	the governing board, how the board will		
	and how vacancies will be filled, and/or	vacancies will be filled, and/or the	will be filled. The applicant clearly	expand and develop over time, how new		
	provides little or no description of the	applicant provides a limited description	describes the orientation or training for	members will be recruited and added,		
	orientation or training for new board	of the orientation or training for new	new board members, the kinds of	and how vacancies will be filled. The		
	members, the kinds of ongoing	board members, the kinds of ongoing	ongoing development/training for	applicant provides a clear, detailed		
	development/training for existing board	development/training for existing board	existing board members, and the plan	description of the orientation or training		
	members, and the plan for training and	members, and the plan for training and	for training and development including:	for new board members, the kinds of		
	development including:	development including:	A timetable;	ongoing development/training for		
	A timetable;	A timetable;	Specific topics to be addressed;	existing board members, and the plan		
	Specific topics to be addressed;	Specific topics to be addressed;	Participation requirements;	for training and development includes:		
	Participation requirements;	■ Participation requirements;	Development of cultural competence.	■ A timetable;		
	 Development of cultural competence. 	 Development of cultural competence. 	·	Specific topics to be addressed;		
				Participation requirements;		
				Development of cultural competence.		
Section 15.9: Transition	If the applicant team does not include	If the applicant team does not include	If the applicant team does not include	If the applicant team does not include		
to Formal Board	the formal school governing board, the	the formal school governing board, the	the formal school governing board, the	the formal school governing board, the		
	applicant provides an insufficient	applicant provides a limited explanation	applicant clearly explains how and when	applicant clearly and comprehensively		
	explanation as to how and when the	as to how and when the transition to the	the transition to the formal governing	explains how and when the transition to		
	transition to the formal governing board	formal governing board will take place.	board will take place.	the formal governing board will take		
	will take place.			place.		

Section 15: Board Members and Governance							
Topic	Ranking						
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A		
Section 15.7: Ethics &	The applicant provides little or no	The applicant includes a description of	The applicant includes a clear description	The applicant includes a detailed			
Perceived Conflicts of	description of the board's ethical	the board's ethical standards and	of the board's ethical standards and	description of the board's ethical			
Interest	standards and procedures for identifying	procedures for identifying and	procedures for identifying and	standards and procedures for identifying			
	and addressing real or perceived	addressing real or perceived conflicts of	addressing real or perceived conflicts of	and addressing real or perceived			
	conflicts of interest now or in the future.	interest now or in the future, but it lacks	interest now or in the future. The	conflicts of interest now or in the future.			
		specificity or does not demonstrate that	description indicates that the applicant	The description indicates that the			
	And/or the applicant does not identify	the applicant understands of the nature	understands the nature of conflicts.	applicant has a sophisticated			
	any existing relationships that could pose	of conflicts.		understanding of the nature of conflicts.			
	actual or perceived conflicts if the		There are no real or perceived conflicts				
	application is approved.	The applicant identified existing	of interest.	There are no real or perceived conflicts			
		relationships that pose perceived		of interest.			
	And/or there is a perceived conflict of	conflicts and included the steps that will					
	interest but the applicant has not	be taken to cure the conflict.					
	included any proposed steps to cure the						
	conflict.	There are no real conflicts of interest.					
	And/or there is a real conflict of interest.						
Section 15 (Attachment	YES or NO:		1				
16): Code of Ethics and	Did the applicant include both a Code of Et	hics and a Conflict of Interest Policy? Do both	n policies include the necessary provisions to	promote high ethical standards and			
Conflict of Interest	prevent (or appropriately address) conflicts	s of interest?					
Policies							

Topic	Ranking						
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A		
Section 15.10: Existing	If this application is being submitted by	If this application is being submitted by	If this application is being submitted by	If this application is being submitted by			
Nonprofits	an existing nonprofit organization whose	an existing nonprofit organization whose	an existing nonprofit organization whose	an existing nonprofit organization whose			
	core mission is NOT the operation of	core mission is NOT the operation of	core mission is NOT the operation of	core mission is NOT the operation of			
	charter schools, the following is unclear	charter schools, the applicant partially	charter schools, the applicant clearly	charter schools, the applicant clearly and			
	or insufficient:	indicates the following:	indicates the following:	explicitly indicates the following:			
	 Whether the existing nonprofit board 	 Whether the existing nonprofit board 	 Whether the existing nonprofit board 	 Whether the existing nonprofit board 			
	governs the new school;	governs the new school;	governs the new school;	governs the new school;			
	The extent to which the school will be	■ The extent to which the school will be	■ The extent to which the school will be	■ The extent to which the school will be			
	a new nonprofit corporation governed	a new nonprofit corporation governed	a new nonprofit corporation governed	a new nonprofit corporation governed			
	by a separate board;	by a separate board;	by a separate board;	by a separate board;			
	If the current nonprofit's board will	If the current nonprofit's board will	If the current nonprofit's board will	If the current nonprofit's board will			
	govern the charter school, a	govern the charter school, a	govern the charter school, a	govern the charter school, a			
	description of the steps taken to	description of the steps taken to	description of the steps taken to	description of the steps taken to			
	transform its board membership,	transform its board membership,	transform its board membership,	transform its board membership,			
	mission, and bylaws to assume its new	mission, and bylaws to assume its new	mission, and bylaws to assume its new	mission, and bylaws to assume its new			
	duties as a charter public school	duties as a charter public school board.	duties as a charter public school board.	duties as a charter public school board.			
	board. A description of the plan and	A description of the plan and timeline	A description of the plan and timeline	A description of the plan and timeline			
	timeline for completing the transition	for completing the transition and	for completing the transition and	for completing the transition and			
	and orienting the board to its new	orienting the board to its new duties;	orienting the board to its new duties;	orienting the board to its new duties;			
	duties;	 If a new board has been formed, 	If a new board has been formed,	If a new board has been formed,			
	If a new board has been formed,	describe what, if anything, its ongoing	describe what, if anything, its ongoing	describe what, if anything, its ongoing			
	describe what, if anything, its ongoing	relationship to the existing nonprofit's	relationship to the existing nonprofit's	relationship to the existing nonprofit's			
	relationship to the existing nonprofit's	board will be;	board will be.	board will be.			
	board will be;	·					
		The relationship represented on the	The relationship is clearly represented	The relationship is clearly represented			
	The relationship is not represented on	organizational chart is unclear.	on the organizational chart.	on the organizational chart.			
	the organizational chart.						
ection 15 (Attachment	Has the applicant provided (Attachment 14	t) the following documents for each individua	al identified:				
4): Forms	■ Completed and signed Board Member D	isclosure Form;					
	■ Résumé?						
ction 15 (Attachment	YES or NO						
6): Background Check	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 Con-	tract.					

Section 16: Or	Section 16: Organization Structure						
Topic	Ranking						
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A		
Section 16:	The applicant provides unclear	The applicant provides partial	The applicant provides clear descriptions	The applicant provides clear and			
Organizational Structure	descriptions of the organizational	descriptions of the organizational	of the organizational structure of the	comprehensive descriptions of the			
and Charts	structure of the school including	structure of the school including	school including governance,	organizational structure of the school			
	governance, management, and staffing	governance, management, and staffing	management, and staffing structures.	including governance, management, and			
	structures. And/or organization charts	structures. And/or organization charts do	Organization charts that clearly delineate	staffing structures. Organization charts			
	that do not delineate the roles and	not clearly delineate the roles and	the roles and responsibilities of, and	clearly and specifically delineate the			
	responsibilities of, and lines of authority	responsibilities of, and lines of authority	lines of authority and reporting among,	roles and responsibilities of, and lines of			
	and reporting among, the governing	and reporting among, the governing	the governing board, school leader,	authority and reporting among, the			
	board, school leader, management team,	board, school leader, management team,	management team, staff, any related	governing board, school leader,			
	staff, any related bodies (such as	staff, any related bodies (such as	bodies (such as advisory bodies or	management team, staff, any related			
	advisory bodies or parent/teacher	advisory bodies or parent/teacher	parent/teacher councils), and any	bodies (such as advisory bodies or			
	councils), and/or any external	councils), and/or any external	external organizations that will play a	parent/teacher councils), and any			
	organizations that will play a role in	organizations that will play a role in	role in managing the school.	external organizations that will play a			
	managing the school.	managing the school.		role in managing the school.			
Section 16 (Attachment	YES or NO						
17): Organizational	Are the organizational charts included as A	ttachment 17?					
Charts	Do the organizational charts show the scho	ol governance, management, and staffing pla	an and structure in:				
	The first year of school operations;						
	At the end of the 5-year charter term; ar	nd					
	■ When the school reaches full capacity, if	beyond the 5 th year in operation.					

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

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

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

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

Section 20: Ed	ucation Service Provide	rs (ESP) and Other Partr	nerships					
Tonio	Ranking							
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A			
Section 20.3-20.4:	The applicant includes little or no	The applicant includes a partial	The applicant includes a clear description	The applicant includes a detailed and				
Contractual and other	description of any existing and	description of, any existing and	of any existing and anticipated	comprehensive description of and any				
Partnerships	anticipated partnerships the school has	anticipated partnerships the school has	partnerships the school has or will have	existing and anticipated partnerships the				
	or will have with community	or will have with community	with community organizations,	school has or will have with community				
	organizations, businesses, or other	organizations, businesses, or other	businesses, or other educational	organizations, businesses, or other				
	educational institutions, and the nature,	educational institutions, and the nature,	institutions, and the nature, purposes,	educational institutions, and the nature,				
	purposes, terms, and scope of services of	purposes, terms, and scope of services of	terms, and scope of services of any such	purposes, terms, and scope of services of				
	any such partnerships including any fee-	any such partnerships including any fee-	partnerships including any fee-based or	any such partnerships including any fee-				
	based or in-kind commitments from	based or in-kind commitments from	in-kind commitments from community	based or in-kind commitments from				
	community organizations or individuals	community organizations or individuals	organizations or individuals that will	community organizations or individuals				
	that will enrich student learning	that will enrich student learning	enrich student learning opportunities.	that will enrich student learning				
	opportunities. And/or there is no	opportunities. And/or there is a partial	There is a clear description of any	opportunities. There is a clear and				
	description of operational services to be	description of any operational services to	operational services to be contracted	detailed description of any operational				
	contracted (e.g. business services,	be contracted (e.g. business services,	(e.g. business services, payroll, auditing,	services to be contracted (e.g. business				
	payroll, auditing, program delivery or	payroll, auditing, program delivery or	program delivery or management, PD),	services, payroll, auditing, program				
	management, PD), including the	management, PD), including the	including the anticipated costs and	delivery or management, PD), including				
	anticipated costs and criteria for	anticipated costs and criteria for	criteria for selection.	the anticipated costs and criteria for				
	selection and/or there are real conflicts	selection		selection.				
	of interest with identified providers or							
	other partnerships.							
Section 20.5: Conflicts of	The applicant insufficient description of	The applicant provides limited	The applicant clearly describes existing	The applicant clearly and				
nterest	existing or potential conflicts of interest	description of existing or potential	or potential conflicts of interest between	comprehensively describes existing or				
	between the school's	conflicts of interest between the school's	the school's leadership/management	potential conflicts of interest between				
	leadership/management team and any	leadership/management team and any	team and any affiliated business entity or	the school's leadership/management				
	affiliated business entity or partnered	affiliated business entity or partnered	partnered organization that have not	team and any affiliated business entity or				
	organization that have not already been	organization that have not already been	already been disclosed in Section 15.	partnered organization that have not				
	disclosed in Section 15. And/or there are	disclosed in Section 15. And/or there are	There are no real conflicts of interest	already been disclosed in Section 15.				
	concerns about the potential of real	questions about the potential of real	with identified providers or other	There are no real conflicts of interest				
	conflicts of interest with identified	conflicts of interest with identified	partnerships.	with identified providers or other				
	providers or other partnerships.	providers or other partnerships.		partnerships.				

Tauta		F	tanking			
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 20 (Attachment	YES or NO:			•		
19): Educational Service	The Educational Service Provider term sheet inc	ludes all of the following:				
Provider Term Sheet	Proposed duration of the service contract;					
	 Roles and responsibilities of the governing board, school staff, and ESP; 					
	Scope of services and resources to be provided by the ESP;					
	Performance evaluations measures and timelines;					
	Compensations structure, including clear identification of all fees to be paid to the ESP;					
	Methods of contract oversight and enforcement;					
	Investment disclosure;					
	 Conditions for renewal and terminat 	ion of the contract.				

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

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

Section 21: Sta	ffing Plans - Hiring, Ma	nagement, and Evaluati	ion			
Tonic	Ranking					
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 21.10	The applicant provides little or no	The applicant's rationale and plan for	The applicant includes a complete	The applicant includes a clear and		
(Attachment 22) Teacher	rationale and/or plan for how teachers	how teachers will be evaluated each	rationale and plan for how teachers will	detailed rationale and plan for how		
Evaluation	will be evaluated each school year	school year is vague and lacks	be evaluated each school year.	teachers will be evaluated each school		
	and/or teacher evaluation tool(s) are not	meaningful detail and/or it is unclear	Corresponding teacher evaluation tool(s)	year. Corresponding teacher evaluation		
	provided or are unclear (Attachment	which teacher evaluation tool(s) will be	are provided (Attachment 22).	tool(s) are provided (Attachment 22).		
	22).	used (Attachment 22).				
Section 21 (Attachment	YES or NO					
21): Staffing Chart	Has the applicant provided a comprehensiv	ve and complete staffing chart (Attachment 2	21) for the school with detailed notes and ros	ter to identify the following:		
	 Year one positions, as well as positions 	to be added during the five (5) year charter o	contract;			
	 Administrative, instructional, and non-in 	nstructional personnel;				
	 The number of classroom teachers, para 	aprofessionals, and specialty teachers;				
	 Operational and support staff 					
	 Provide the teacher-student, as well as 	the ratio of total adults to students for the so	chool			

Topic	Ranking							
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A			
Section 22.1: Core Components	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: The school's mission, vision, values; The proposed educational program including the educational program terms; Educational equity, inclusion, and student agency; Instructional practices proven to be effective with the proposed student population, including all diverse learners and at-risk student populations; Performance data collection, analysis, and use to improve student learning and evaluate the school's culture and climate.	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: The school's mission, vision, values The proposed educational program including the educational program terms Educational equity, inclusion, and student agency Instructional practices proven to be effective with the proposed student population, including all diverse learners and at-risk student populations Performance data collection, analysis, and use to improve student learning and evaluate the school's culture and climate.	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: The school's mission, vision, values The proposed educational program including the educational program terms Educational equity, inclusion, and student agency Instructional practices proven to be effective with the proposed student population, including all diverse learners and at-risk student populations Performance data collection, analysis, and use to improve student learning and evaluate the school's culture and climate.	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: The school's mission, vision, values The proposed educational program including the educational program terms Educational equity, inclusion, and student agency Instructional practices proven to be effective with the proposed student population, including all diverse learners and at-risk student populations Performance data collection, analysis, and use to improve student learning and evaluate the school's culture and climate.	,			
Section 22.2: Professional Development Schedule	The applicant provides an insufficient schedule (Attachment 23), and/or an insufficient listing of professional development that will take place prior 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	The applicant provides a partial schedule (Attachment 23), and/or a partial listing of professional development that will take place prior 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	The applicant provides a schedule (Attachment 23), and a clear listing of specific professional development that will take place prior 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	The applicant provides a schedule (Attachment 23), and a clear, detailed, comprehensive listing of specific professional development that will take place prior to school opening, a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any				

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

Section 23: Pe	rformance Framework							
Tonic	Ranking							
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A			
Section 23.1: Interim	The applicant insufficiently identifies the	The applicant partially identifies the	The applicant clearly identifies the	The applicant clearly and				
Assessments	primary interim and/or formative	primary interim and/or formative	primary interim and/or formative	comprehensively identifies the primary				
	assessments the school will use to assess	assessments the school will use to assess	assessments the school will use to assess	interim and/or formative assessments				
	student learning needs and progress	student learning needs and progress	student learning needs and progress	the school will use to assess student				
	throughout the year and in each grade,	throughout the year and in each grade,	throughout the year and in each grade,	learning needs and progress throughout				
	in addition to all mandatory state	in addition to all mandatory state	in addition to all mandatory state	the year and in each grade, in addition to				
	assessments, and/or does not provide an	assessments, and/or provides a limited	assessments, and provides an	all mandatory state assessments, and				
	explanation of how these interim	explanation of how these interim	explanation of how these interim	provides a comprehensive and cohesive				
	assessments align with the school's	assessments align with the school's	assessments align with the school's	explanation of how these interim				
	educational program, performance	educational program, performance	educational program, performance	assessments align with the school's				
	goals, and state standards.	goals, and state standards.	goals, and state standards.	educational program, performance				
				goals, and state standards.				
Section 23.2: Academic	The applicant includes an unclear or	The applicant includes a partial	The applicant includes a clear description	The applicant includes a clear, detailed,				
Progress	nonexistent description of how the	description of how the school will	of how the school will measure and	and comprehensive description of how				
	school will measure and evaluate	measure and evaluate academic	evaluate academic progress of individual	the school will measure and evaluate				
	academic progress of individual	progress of individual students, student	students, student cohorts, and the	academic progress of individual				
	students, student cohorts, and the	cohorts, and/or the school as a whole	school as a whole throughout the school	students, student cohorts, and the				
	school as a whole throughout the school	throughout the school year, at the end of	year, at the end of each academic year,	school as a whole throughout the school				
	year, at the end of each academic year,	each academic year, and for the term of	and for the term of the charter contract.	year, at the end of each academic year,				
	and/or for the term of the charter	the charter contract. And/or the	The applicant provides a clear	and for the term of the charter contract.				
	contract. And/or the applicant provides	applicant provides limited description of	description of how and when the data	The applicant provides a clear and				
	unclear description of how and when the	how and when the data will be collected	will be collected and with whom it will	detailed description of how and when				
	data will be collected and with whom it	and with whom it will be shared.	be shared.	the data will be collected and with whom				
	will be shared.			it will be shared.				

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

Tonio	Ranking						
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A		
Section 24.1-24.4:	The applicant includes little or no	The applicant includes a limited	The applicant includes a clear description	The applicant includes a clear and			
Requirements	description of:	description of:	of the:	detailed description of			
	 The basic facilities 	 The basic facilities 	 The basic facilities 	The basic facilities			
	requirements for	requirements for	requirements for	requirements for			
	accommodating the school as	accommodating the school as	accommodating the school as	accommodating the school as			
	proposed, including number	proposed, including number	proposed, including number	proposed, including number			
	of classrooms, square footage	of classrooms, square footage	of classrooms, square footage	of classrooms, square footage			
	per classroom, common	per classroom, common	per classroom, common	per classroom, common			
	areas, overall square footage,	areas, overall square footage,	areas, overall square footage,	areas, overall square footage,			
	and amenities;	and amenities;	and amenities;	and amenities;			
	 The anticipated specialty 	 Anticipated specialty 	 Anticipated specialty 	 Anticipated specialty 			
	classroom needs, including	classroom needs, including	classroom needs, including	classroom needs, including			
	the number of each type and	the number of each type and	the number of each type and	the number of each type and			
	the number of students to be	the number of students to be	the number of students to be	the number of students to be			
	accommodated at one time.	accommodated at one time.	accommodated at one time.	accommodated at one time.			
	 The anticipated 	 the anticipated 	 the anticipated 	the anticipated			
	administrative/support space	administrative/support space	administrative/support space	administrative/support space			
	needs;	needs;	needs;	needs;			
	 The core athletic program: 	 The core athletic program: 	 The core athletic program: 	The core athletic program:			
	gymnasium, locker rooms,	gymnasium, locker rooms,	gymnasium, locker rooms,	gymnasium, locker rooms,			
	weight rooms, field(s)	weight rooms, field(s)	weight rooms, field(s)	weight rooms, field(s)			
	(football, soccer,	(football, soccer,	(football, soccer,	(football, soccer,			
	multipurpose),	multipurpose),	multipurpose),	multipurpose),			
	baseball/softball field, etc.,	baseball/softball field, etc.,	baseball/softball field, etc.,	baseball/softball field, etc.,			
	that is unclear.	that is unclear.	that is unclear.	that is unclear.			
	And/or the facilities requirements do not	Or the facilities requirements do not	The facilities requirements do support	The facilities requirements explicitly			
	support the educational program.	support the educational program.	the educational program.	support the educational program.			

Topic		Ranking					
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A		
Section 24.5: Steps	The description of the steps already	The description of the steps already	The description of the steps already	The description of the steps already			
Already Taken	taken to identify prospective facilities as	taken to identify prospective facilities as	taken to identify prospective facilities as	taken to identify prospective facilities as	ì		
	well as the process for identifying and	well as the process for identifying and	well as the process for identifying and	well as the process for identifying and	Ī		
	securing a facility, including any brokers	securing a facility, including any brokers	securing a facility, including any brokers	securing a facility, including any brokers	ì		
	or consultants the applicant is employing	or consultants the applicant is employing	or consultants the applicant is employing	or consultants the applicant is employing	ì		
	to navigate the real estate market, plans	to navigate the real estate market, plans	to navigate the real estate market, plans	to navigate the real estate market, plans	Ī		
	for renovations, timelines, financing, etc.	for renovations, timelines, financing, etc.	for renovations, timelines, financing, etc.	for renovations, timelines, financing, etc.	ì		
	demonstrate the applicant's insufficient	demonstrate the applicant's limited	demonstrate the applicant's	demonstrate the applicant's strong	Ī		
	understanding of the real estate market	understanding of the real estate market	understanding of the real estate market	understanding of the real estate market	Ī		
	and tasks to be completed OR there is no	and tasks to be completed	and tasks to be completed.	and tasks to be completed.	Ī		
	description of the steps already taken.				ì		
Section 24.6 and	YES or NO						
Attachment 25: MOU or	Has the applicant provided proof of the co	nmitment regarding a specific secured facilit	y OR has the application provided up to 10 pa	ages of supporting documents providing	i		
Other Proof of Intent to	details about proposed facilities including r	maps, pictures, communications with realtor,	broker, etc.		i		
Secure Facilities	Has the applicant included a description of	the facility including location, size, and amer	nities has been provided in Attachment 25, a	long with proof of the commitment and	i		
	demonstrable supporting documents provi	ding details about the facility?			1		

Section 25: Tra	ansportation, Safety, an	d Food Service			
Tonic	Ranking				
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Section 25.1-25.2:	The applicant provides an insufficient or	The applicant provides a partial school	The applicant provides a clear school	The applicant provides a clear, specific,	
Transportation Plan	unclear school transportation plan	transportation plan and/or a limited	transportation plan and a clear	and comprehensive school	
	and/or an unclear or nonexistent	description of how the school plans to	description of how the school plans to	transportation plan and a clear, specific	
	description of how the school plans to	meet transportation needs of students	meet transportation needs of students	description of how the school plans to	
	meet transportation needs of students	including students with disabilities and	including students with disabilities and	meet transportation needs of students	
	including students with disabilities and	students experiencing homelessness or	students experiencing homelessness or	including students with disabilities and	
	students experiencing homelessness or	what transportation will be needed for	what transportation will be needed for	students experiencing homelessness or	
	what transportation will be needed for	field trips and athletic events.	field trips and athletic events.	what transportation will be needed for	
	field trips and athletic events.			field trips and athletic events.	
Section 25.3: Safety and	The applicant provides an insufficient	The applicant provides a limited plan for	The applicant provides a clear plan for	The applicant provides a clear, specific,	
Security	plan for the safety and security of	the safety and security of students, the	the safety and security of students, the	comprehensive plan for the safety and	
	students, the facility, and property, an	facility, and property, an explanation of	facility, and property, an explanation of	security of students, the facility, and	
	explanation of how that plan complies	how that plan complies with all federal,	how that plan complies with all federal,	property, an explanation of how that	
	with all federal, state, county, and city	state, county, and city health and safety	state, county, and city health and safety	plan complies with all federal, state,	
	health and safety laws, and the types of	laws, and the types of security	laws, and the types of security	county, and city health and safety laws,	
	security personnel, technology,	personnel, technology, equipment, and	personnel, technology, equipment, and	and the types of security personnel,	
	equipment, and policies that the school	policies that the school will employ.	policies that the school will employ.	technology, equipment, and policies that	
	will employ.			the school will employ.	
Section 25.4: Food	The applicant provides little or no	The applicant partially demonstrates	The applicant clearly demonstrates	The applicant clearly and explicitly	
Service	information or a description of the plans	capacity for its plans for food service and	capacity for its plans for food service and	demonstrates capacity for its plans for	
	for food service and other significant	other significant operational or ancillary	other significant operational or ancillary	food service and other significant	
	operational or ancillary services.	services.	services.	operational or ancillary services.	
Section 25 (Attachment):	YES or NO				
Insurance Coverage	Has the applicant provided a list of the type	es and levels of insurance coverage (Attachm	ent 26) the school will secure, and has demo	onstrated 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: Op	perations Plan and Capa	city			
Tonic			Ranking		
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Section 26.1: Applicant	The applicant provides an insufficient	The applicant provides a partial	The applicant provides a clear	The applicant provides a clear, detailed,	
Team Capacity	description of the team's individual and	description of the team's individual and	description of the team's individual and	and comprehensive description of the	
	collective qualifications for implementing	collective qualifications for implementing	collective qualifications for implementing	team's individual and collective	
	the Operations Plan successfully, with	the Operations Plan successfully, with	the Operations Plan successfully, with	qualifications for implementing the	
	strong capacity in:	strong capacity in:	strong capacity in:	Operations Plan successfully, with strong	
	 School leadership and governance 	 School leadership and governance 	 School leadership and governance 	capacity in:	
	Staffing	Staffing	Staffing	 School leadership and governance 	
	 Performance management 	 Performance management 	 Performance management 	Staffing	
	 General operations 	 General operations 	 General operations 	 Performance management 	
	 Day-to-day facilities management 	 Day-to-day facilities management 	 Day-to-day facilities management 	 General operations 	
	 State and federal compliance 	 State and federal compliance 	 State and federal compliance 	 Day-to-day facilities management 	
				State and federal compliance	
Section 26.2: Facility	The applicant provides insufficient	The applicant provides limited evidence	The applicant provides clear and	The applicant provides clear and strong	
Acquisition and	evidence of the organization's capacity	of the organization's capacity and	sufficient evidence of the organization's	evidence of the organization's capacity	
Management Capacity	and experience in facilities acquisition	experience in facilities acquisition and	capacity and experience in facilities	and experience in facilities acquisition	
	and management, including managing	management, including managing build-	acquisition and management, including	and management, including managing	
	build-out and/or renovations, as	out and/or renovations, as applicable.	managing build-out and/or renovations,	build-out and/or renovations, as	
	applicable.		as applicable.	applicable.	
Section 26.3: Start-Up	The applicant provides little or no	The applicant provides a partial start-up	The applicant provides a clear start-up	The applicant provides a clear,	
Plan	information or a description of its start-	plan (Attachment 27) that may or may	plan (Attachment 27) for the school	comprehensive, and detailed start-up	
	up plan (Attachment 27) for the school.	not include specifying tasks, timelines,	specifying tasks, timelines, and	plan (Attachment 27) for the school	
		and responsible individuals, and/or is	responsible individuals, and is in	specifying tasks, timelines, and	
		somewhat in alignment with the start-up	alignment with the start-up budget.	responsible individuals, and is in	
		budget.		alignment with the start-up budget.	

CATEGORY 3: FINANCIAL PLAN AND CAPACITY

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

Section 27: Fir	nancial Plan				
Tauta			Ranking		
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Section 27 (Attachment 29): Budget Narrative	The applicant provides an insufficient line item budget narrative (Attachment 29) 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). The description does not align to the educational program and does not clearly address: Anticipated funding sources The school's contingency plan The school's ability to meet the Commission's Financial Performance Framework standards throughout the life of the charter contract Does not address most of the details named in the application (Section 27, Attachment 29).	The applicant provides a partial line item budget narrative (Attachment 29) 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). The description somewhat aligns to the educational program and partially addresses: Anticipated funding sources The school's contingency plan The school's ability to meet the Commission's Financial Performance Framework standards throughout the life of the charter contract Most but not all of the details named in the application (Section 27, Attachment 29) are included.	The applicant provides a sufficient line item budget narrative (Attachment 29) 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). The description aligns to the educational program and clearly addresses: Anticipated funding sources The school's contingency plan The school's ability to meet the Commission's Financial Performance Framework standards throughout the life of the charter contract All details named in the application (Section 27, Attachment 29) are included.	The applicant provides a detailed and comprehensive line item budget narrative (Attachment 29) 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). The description cohesively aligns to the educational program and clearly addresses: Anticipated funding sources The school's contingency plan The school's ability to meet the Commission's Financial Performance Framework standards throughout the life of the charter contract All details named in the application (Section 27, Attachment 29) are included.	N/A
Section 27 (Attachment 30): Financial Policies and Procedures	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.	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.	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.	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.	

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

Section 28: Fir	nancial Management Ca _l	pacity				
Tonic	Ranking					
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 28.1: Applicant	The applicant provides little or no	The applicant provides a limited and/or	The applicant clearly demonstrates the	The applicant clearly and		
Team Capacity	description of the team's individual and	incomplete description of the team's	team's individual and collective	comprehensively demonstrates the		
	collective qualifications for implementing	individual and collective qualifications	qualifications for implementing the	team's individual and collective		
	the Financial Plan successfully.	for implementing the Financial Plan	Financial Plan successfully, including	qualifications for implementing the		
		successfully.	capacity in areas such as:	Financial Plan successfully.		
	And/or the applicant does not		Financial management;			
	sufficiently address:	And/or the applicant addresses some of	 Fundraising and development; and 	There is strong evidence of capacity in		
	■ Financial management;	the following or did so in a limited	 Accounting and internal controls. 	the school's:		
	Fundraising and development;	manner:		Financial management;		
	Accounting and internal controls.	Financial management;		Fundraising and development;		
		Fundraising and development;		Accounting and internal controls.		
		 Accounting and internal controls. 				
Section 28 (Attachment	YES or NO					
33): Internal Financial	Has the applicant provided the most recent	t internal financial statements, inclusive of cl	ear and complete balance sheets and incom	e statements for the organization and any		
Statements	related business entities? Are school level a	and overall operations are clearly and distinc	tly represented (Attachment 33)? Does the	evidence demonstrate financial health and		
	viability?					
Section 28 (Attachment	YES or NO					
34): Audits	If applicable, has the applicant provided the	e last three years of independent financial au	udit reports and management letters with no	o findings, for the organization as a whole		
	and any related business entities (Attachment 34)?					

CATEGORY 4: EXISTING OPERATORS AND PLANNED GROWTH

Section 29: Existing Operators or Charter Management Organization Growth and Expansion/Replication of Current Schools

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

				<u> </u>	
Section 29.3: School	The applicant provides little to no	The applicant provides a limited	The applicant provides a detailed	The applicant provides a comprehensive	
Closure	description of any school(s) managed by	description of any school(s) managed by	description of any school(s) managed by	description of any school(s) managed by	
	the organization that has voluntarily	the organization that has voluntarily	the organization that has voluntarily	the organization that has voluntarily	
	closed or ceased operations.	closed or ceased operations. The most	closed or ceased operations. The most	closed or ceased operations. The most	
		recent performance data with a limited	recent performance data with an	recent performance data with a	
	-OR-	explanation as to why the decision was	explanation as to why the decision was	substantial explanation as to why the	
		made to close the school is included.	made to close the school is included.	decision was made to close the school is	
	The most recent performance data with			included.	
	an explanation as to why the decision				
	was made to close the school is not				
	included.				
Section 29.4: Corrective	The applicant does not disclose	The applicant partially discloses	The applicant discloses	The applicant provides detailed	
Action/ Non-Renewed	information about schools that have	information about schools that have	information about schools that have	information about schools that have	
School(s) Disclosure	been subject to an enforcement action,	been subject to an enforcement action,	been subject to an enforcement action,	been subject to an enforcement action,	
	including, but not limited to corrective	including, but not limited to corrective	including, but not limited to corrective	including, but not limited to corrective	
	action, revocations/non-voluntary	action, revocations/non-voluntary	action, revocations/non-voluntary	action, revocations/non-voluntary	
	closure, or non-renewals by any	closure, or non-renewals by any	closure, or non-renewals by any	closure, or non-renewals by any	
	authorizer.	authorizer.	authorizer to report.	authorizer to report, or indicates that	
			·	there have been no enforcement	
	-OR-	-OR-	-AND-	actions.	
	Within the disclosure, the applicant	Within the disclosure, the applicant	Within the disclosure, the applicant	-AND-	
	Within the disclosure, the applicant indicates that any other school(s)	Within the disclosure, the applicant indicates that any other school(s)	Within the disclosure, the applicant indicates that there have been no	-AND-	
		• •	• •	-AND- Within the disclosure, the applicant	
	indicates that any other school(s)	indicates that any other school(s)	indicates that there have been no		
	indicates that any other school(s) managed by the organization has not	indicates that any other school(s) managed by the organization has	indicates that there have been no	Within the disclosure, the applicant	
	indicates that any other school(s) managed by the organization has not satisfactorily completed corrective action	indicates that any other school(s) managed by the organization has satisfactorily completed any corrective	indicates that there have been no	Within the disclosure, the applicant indicates that there have been no	
	indicates that any other school(s) managed by the organization has not satisfactorily completed corrective action or has a record of revocations/non-	indicates that any other school(s) managed by the organization has satisfactorily completed any corrective action and has not been subject to	indicates that there have been no	Within the disclosure, the applicant indicates that there have been no	
	indicates that any other school(s) managed by the organization has not satisfactorily completed corrective action or has a record of revocations/non- voluntary closure, or non-renewals by its	indicates that any other school(s) managed by the organization has satisfactorily completed any corrective action and has not been subject to revocations/non-voluntary closure, or	indicates that there have been no	Within the disclosure, the applicant indicates that there have been no	
	indicates that any other school(s) managed by the organization has not satisfactorily completed corrective action or has a record of revocations/non- voluntary closure, or non-renewals by its	indicates that any other school(s) managed by the organization has satisfactorily completed any corrective action and has not been subject to revocations/non-voluntary closure, or	indicates that there have been no	Within the disclosure, the applicant indicates that there have been no	
Section 29 (Attachment	indicates that any other school(s) managed by the organization has not satisfactorily completed corrective action or has a record of revocations/non- voluntary closure, or non-renewals by its	indicates that any other school(s) managed by the organization has satisfactorily completed any corrective action and has not been subject to revocations/non-voluntary closure, or	indicates that there have been no	Within the disclosure, the applicant indicates that there have been no	
Section 29 (Attachment 35): Authorized School	indicates that any other school(s) managed by the organization has not satisfactorily completed corrective action or has a record of revocations/non-voluntary closure, or non-renewals by its authorizer.	indicates that any other school(s) managed by the organization has satisfactorily completed any corrective action and has not been subject to revocations/non-voluntary closure, or non-renewals by its authorizer	indicates that there have been no enforcement actions.	Within the disclosure, the applicant indicates that there have been no enforcement actions.	
,	indicates that any other school(s) managed by the organization has not satisfactorily completed corrective action or has a record of revocations/non- voluntary closure, or non-renewals by its authorizer. The applicant does not provide or	indicates that any other school(s) managed by the organization has satisfactorily completed any corrective action and has not been subject to revocations/non-voluntary closure, or non-renewals by its authorizer The applicant provides a status report	indicates that there have been no enforcement actions. The applicant provides a status report	Within the disclosure, the applicant indicates that there have been no enforcement actions. The applicant clearly and	
35): Authorized School	indicates that any other school(s) managed by the organization has not satisfactorily completed corrective action or has a record of revocations/non- voluntary closure, or non-renewals by its authorizer. The applicant does not provide or address the status report regarding	indicates that any other school(s) managed by the organization has satisfactorily completed any corrective action and has not been subject to revocations/non-voluntary closure, or non-renewals by its authorizer The applicant provides a status report regarding compliance with each	indicates that there have been no enforcement actions. The applicant provides a status report regarding compliance with each	Within the disclosure, the applicant indicates that there have been no enforcement actions. The applicant clearly and comprehensively demonstrates	
35): Authorized School	indicates that any other school(s) managed by the organization has not satisfactorily completed corrective action or has a record of revocations/non- voluntary closure, or non-renewals by its authorizer. The applicant does not provide or address the status report regarding compliance with each preopening	indicates that any other school(s) managed by the organization has satisfactorily completed any corrective action and has not been subject to revocations/non-voluntary closure, or non-renewals by its authorizer The applicant provides a status report regarding compliance with each preopening condition for applicants	indicates that there have been no enforcement actions. The applicant provides a status report regarding compliance with each preopening condition for applicants	Within the disclosure, the applicant indicates that there have been no enforcement actions. The applicant clearly and comprehensively demonstrates compliance with each preopening	
35): Authorized School	indicates that any other school(s) managed by the organization has not satisfactorily completed corrective action or has a record of revocations/non- voluntary closure, or non-renewals by its authorizer. The applicant does not provide or address the status report regarding compliance with each preopening condition for applicants authorized to	indicates that any other school(s) managed by the organization has satisfactorily completed any corrective action and has not been subject to revocations/non-voluntary closure, or non-renewals by its authorizer The applicant provides a status report regarding compliance with each preopening condition for applicants authorized to open a school in the 2020	indicates that there have been no enforcement actions. The applicant provides a status report regarding compliance with each preopening condition for applicants authorized to open a school in the 2020	Within the disclosure, the applicant indicates that there have been no enforcement actions. The applicant clearly and comprehensively demonstrates compliance with each preopening condition for applicants authorized to	
35): Authorized School	indicates that any other school(s) managed by the organization has not satisfactorily completed corrective action or has a record of revocations/non- voluntary closure, or non-renewals by its authorizer. The applicant does not provide or address the status report regarding compliance with each preopening condition for applicants authorized to open a school in the 2020 school year	indicates that any other school(s) managed by the organization has satisfactorily completed any corrective action and has not been subject to revocations/non-voluntary closure, or non-renewals by its authorizer The applicant provides a status report regarding compliance with each preopening condition for applicants authorized to open a school in the 2020 school year and beyond, though it is	indicates that there have been no enforcement actions. The applicant provides a status report regarding compliance with each preopening condition for applicants authorized to open a school in the 2020 school year and beyond, whether by the	Within the disclosure, the applicant indicates that there have been no enforcement actions. The applicant clearly and comprehensively demonstrates compliance with each preopening condition for applicants authorized to open a school in the 2020 school year	
35): Authorized School	indicates that any other school(s) managed by the organization has not satisfactorily completed corrective action or has a record of revocations/non- voluntary closure, or non-renewals by its authorizer. The applicant does not provide or address the status report regarding compliance with each preopening condition for applicants authorized to open a school in the 2020 school year and beyond, whether by the Commission	indicates that any other school(s) managed by the organization has satisfactorily completed any corrective action and has not been subject to revocations/non-voluntary closure, or non-renewals by its authorizer The applicant provides a status report regarding compliance with each preopening condition for applicants authorized to open a school in the 2020 school year and beyond, though it is limited in scope and/or provides	indicates that there have been no enforcement actions. The applicant provides a status report regarding compliance with each preopening condition for applicants authorized to open a school in the 2020 school year and beyond, whether by the	Within the disclosure, the applicant indicates that there have been no enforcement actions. The applicant clearly and comprehensively demonstrates compliance with each preopening condition for applicants authorized to open a school in the 2020 school year and beyond, whether by the Commission	
35): Authorized School Status Report	indicates that any other school(s) managed by the organization has not satisfactorily completed corrective action or has a record of revocations/non- voluntary closure, or non-renewals by its authorizer. The applicant does not provide or address the status report regarding compliance with each preopening condition for applicants authorized to open a school in the 2020 school year and beyond, whether by the Commission or another authorizer. YES or NO	indicates that any other school(s) managed by the organization has satisfactorily completed any corrective action and has not been subject to revocations/non-voluntary closure, or non-renewals by its authorizer The applicant provides a status report regarding compliance with each preopening condition for applicants authorized to open a school in the 2020 school year and beyond, though it is limited in scope and/or provides insufficient detail.	indicates that there have been no enforcement actions. The applicant provides a status report regarding compliance with each preopening condition for applicants authorized to open a school in the 2020 school year and beyond, whether by the	Within the disclosure, the applicant indicates that there have been no enforcement actions. The applicant clearly and comprehensively demonstrates compliance with each preopening condition for applicants authorized to open a school in the 2020 school year and beyond, whether by the Commission or another authorizer.	
35): Authorized School Status Report	indicates that any other school(s) managed by the organization has not satisfactorily completed corrective action or has a record of revocations/non- voluntary closure, or non-renewals by its authorizer. The applicant does not provide or address the status report regarding compliance with each preopening condition for applicants authorized to open a school in the 2020 school year and beyond, whether by the Commission or another authorizer. YES or NO	indicates that any other school(s) managed by the organization has satisfactorily completed any corrective action and has not been subject to revocations/non-voluntary closure, or non-renewals by its authorizer The applicant provides a status report regarding compliance with each preopening condition for applicants authorized to open a school in the 2020 school year and beyond, though it is limited in scope and/or provides insufficient detail.	indicates that there have been no enforcement actions. The applicant provides a status report regarding compliance with each preopening condition for applicants authorized to open a school in the 2020 school year and beyond, whether by the Commission or another authorizer.	Within the disclosure, the applicant indicates that there have been no enforcement actions. The applicant clearly and comprehensively demonstrates compliance with each preopening condition for applicants authorized to open a school in the 2020 school year and beyond, whether by the Commission or another authorizer.	

