

Charter School Petition Evaluation Rubric

1. Name of proposed school: _____

2. Primary contact person: _____

Mailing address: _____

Street and/or PO Box

City State Zip

Phone (day) Phone (evening)

E-mail address

3. Model or focus of proposed school: (ex. Arts, College Prep, Dual Language, etc.)

4. Grade levels to be served:

5. Proposed Principal or Lead Administrator Information – if known

Name of proposed Principal candidate:

Current employment:

Phone (day) Phone (evening)

E-mail address

6. Projected enrollment and demographics chart

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
School Year 1														
School Year 2														
School Year 3														
School Year 4														
School Year 5														
	% ELL			% SPED			% FRL							
School Year 1														
School Year 2														
School Year 3														
School Year 4														
School Year 5														

7. Name of applicant team or founding entity:

- A. Names, roles, and current employment of all persons on the applicant team:
- B. Does the applicant team or any members of the team currently operate any other schools?
 Yes No
- C. Explain the individual and collective qualifications of the applicant team members to establish a high-quality charter school, in particular the capacity to assume responsibility for public funds, administration and governance.
- D. Explain the circumstances and motivations that brought the applicant team together to propose this charter school.
- E. Which applicant team members will become founding board members?

Using the Evaluation Rubric

The Evaluation Rubric provides the authorizer and Petition reviewers with a means of determining the quality of the application. The Design Criteria and several indicators of quality are provided for each application component. An application that sufficiently addresses the indicator will score either a “3” or a “4” for that indicator. It should be noted that an application scoring a “4” is exemplary and exceeds the expectations of reviewers. An application scoring a “2” on an indicator would only partially meet the expectation, and scoring a “1” signifies that the petition does not meet the expectation. The petition reviewer (or evaluator) must objectively review the application scores for each indicator in order to provide an overall score for the petition component. It is appropriate for authorizers to identify priority indicators and to weight certain sections of the petition based on those priorities.

The petition has already been reviewed by the Idaho State Department of Education to insure it meets the legal requirements. However, the petitioners often revise the petitions before submitting them to authorizers. It is possible that items that were in the petition as part of the Sufficiency Review have been accidentally removed.

Items are organized according to the requirements for the Sufficiency Review and outlined in Board of Education Rules. Items required for the Sufficiency Review are indicated by Green shading of the title and side heading. Other items are topics that are not required to be addressed for the Sufficiency Review, but should be included for a high quality petition.

Tab 1: Vision, Mission, Legal status

Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets – 3	Exceeds – 4
Vision and Mission	Vision and Mission Statement of the proposed charter school.			
	The mission statement does not express a clear, focused, and compelling purpose for the school. No vision statement is provided.	The vision and mission statements are provided, however there may not be a clear focus, or the statements may not be specific enough to create a compelling purpose for the school.	The vision and mission statements express a clear, focused, and compelling purpose for the school that is measurable.	The vision and mission statements express a clear, focused, and compelling purpose for the school that is measurable. The vision and mission statements clearly translate into achievable goals, the selected curriculum, operations, and all aspects of the school.
	The mission statement does not focus on educational outputs or is unlikely to result in increased student achievement.	The vision and mission statements do not sufficiently focus on educational outputs and may not result in increased student achievement.	The vision and mission statements focus on high-quality educational outputs and are likely to result in increased student achievement.	The vision and mission statements focus on high-quality educational outputs and are likely to result in increased student achievement. Research is provided to support the identified outputs and expectations.
Legal status	Legal status of the charter school: including Articles of Incorporation and Bylaws of the non-profit corporation. Electorate petitions and validation of signatures.			
	The legal status of the school is not explained.	The legal status of the school is partially explained, but is incomplete.	The legal status of the school is clearly explained. Petitioners demonstrate an understanding of the organizational structure of charter schools as a public entity.	NA
	Articles of Incorporation and/or Bylaws are not included as an appendix to the charter application.	NA	Articles of Incorporation and Bylaws are included as an appendix to the charter application.	NA
	Elector petition and/or documentation for proof of elector qualifications are not included.	NA	Elector petition and documentation for proof of elector qualifications included.	NA
	Documentation of application for nonprofit status not included.	NA	Documentation of application for nonprofit status is included.	NA
Evaluation	Evaluator Comments and Questions			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Meeting and/or interview			
	Strengths:			

Concerns and Questions:	
Overall Ranking: The application reviewer provides an overall score for this application component.	

Possible questions for review team to ask the petitioners:

- Please provide a brief biography of yourself and the board.
- Describe the expertise on the board as it relates to governing a charter school. For instance: does the board have an accountant, business owner, attorney, teachers (retired or not), someone with real estate experience, someone with experience working with government entities, etc.?
- Why do you want to open a charter school?
- Describe the mission and vision of the charter school.
- What grade levels will be served initially? What about long term?
- What were the results of the Sufficiency Review from the State Department of Education?
- What changes did you make to the petition based on the Sufficiency Review?
- Is there consensus between the board and our staff about the content of the petition? Please explain any outstanding issues – if any.
- What other schools – public or private are in the attendance area?
- How will you differentiate yourself from schools of the same grade levels?
- Why is the school necessary?
- Have you read the Idaho Code Title 52 relating to charter schools?
- Please describe your understanding of the legislative intent for charter schools.
- What is your understanding of the relationship between a charter school and its authorizer?
- Please share the research you have done relating to the need and desire for a school like this one.

Tab 2: Proposed Operations

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Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets – 3	Exceeds – 4
Proposed Operations	Information regarding the proposed operation and potential effects of the public charter school.			
	The proposed operation of the school is not included.	The discussion of the general operation of the school is vague or insufficient.	The petition clearly explains the general operation of the school.	Proposed operations are clear and detailed.
	Potential effects are not addressed.	The potential effects on the district or community are vague or insufficient.	Potential effects of the school address the impact of the school on local and neighboring school districts, as well as the community.	Potential effects of the school address both positive and negative impacts on the community and surrounding districts.
Location	Describe the proposed location of the school. Also provide the specific attendance area of the school. If the attendance area uses boundaries other than school district or county boundaries include a detailed description of the attendance area and a map showing the boundary.			
	Proposed location not identified or outside school district boundaries	Proposed location is unclear.	Proposed location located within district boundaries.	Multiple locations proposed within district boundaries.
	Attendance area is difficult to determine or unclearly stated.	Attendance area is outlined, but may lead to confusion.	Attendance area is clearly outlined and described.	Map of attendance area is included and boundaries are clearly explained.
Facilities	Describe the proposed operation and potential effects of the school including facilities to be utilized by the public charter school.			
	A description of the school facility is provided; however, either detail is insufficient, or the facility is insufficient to ensure the full implementation of the school program. -OR- If the facility has not been identified, a description of the school facility requirements is provided; however, either detail is insufficient, or facility priorities are not sufficient to ensure full implementation of the school program.	A description of the school facility is provided; however, either detail is insufficient, or the facility may not be sufficient to ensure the full implementation of the school program. -OR- If the facility has not been identified, a description of the school facility requirements is provided however, either detail is insufficient, or facility priorities may not be sufficient to ensure full implementation of the school program.	A description of the school facility is provided and includes sufficient detail to indicate that the facility is appropriate and sufficient to fully implement the school program. -OR- If the facility has not been identified, a description of the school facility requirements is provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate and sufficient to fully implement the school program.	A description of the school facility is provided and includes detail to indicate that the facility is fully adequate to implement the school program. -OR- If the facility has not been identified, a description of the school facility requirements is provided and includes detail to indicate that priorities will focus on a facility that is fully adequate to implement the school program.
	The school budget does not reflect reasonable costs associated with the development and operation of the school facility or the school’s financing strategy is unreasonable and inappropriate. -OR- If the facility has not been identified, the school budget does not reflect reasonable costs associated with the development and operation	The school budget reflects costs associated with the development and operation of the school facility and the school’s financing strategy is presented; however, costs may be unreasonable and are not substantiated with reliable data. -OR- If the facility has not been identified, the school budget reflects costs associated with the development and	The school budget reflects reasonable costs associated with the development and operation of the school facility and the school’s financing strategy is reasonable and appropriate. -OR- If the facility has not been identified, the school budget reflects reasonable costs associated with the development and	The school budget reflects reasonable costs associated with the development and operation of the school facility and the school’s financing strategy is reasonable and appropriate. Costs reflected in the budget are based on written quotes and reliable data. -OR- If the facility has not been identified, the school budget reflects reasonable costs

	of the school facility, or the school's financing plan is unreasonable and inappropriate.	operation of the school facility and the school's financing plan is presented; however costs may be unreasonable and are not substantiated with reliable data.	operation of the school facility and the school's financing plan is reasonable and appropriate.	associated with the development and operation of the school facility and the school's financing plan is reasonable and appropriate. Costs reflected in the budget are based on written quotes and reliable data.
Facilities	The location for the school is inappropriate based on need and does not address the targeted student population. -OR- If the facility has not been identified, the target area for the school is inappropriate based on need and does not address the targeted student population.	The location for the school may be inappropriate based on need and the targeted student population. -OR- If the facility has not been identified, the target area for the school may be appropriate based on need and the targeted student population.	The location for the school is appropriate based on need and the targeted student population. -OR- If the facility has not been identified, the target area for the school is appropriate based on need and the targeted student population.	The location for the school is appropriate and was selected specifically to address the targeted student population. -OR- If the facility has not been identified, the target area for the school is appropriate and was selected specifically to address the targeted student population.
	The school has presented an unreasonable timeline for completion of the school facility. -OR- If the facility has not been identified, the school has proposed an unreasonable timeline for identifying and completing the development of the school facility.	The school has presented an aggressive timeline for completion of the school facility which may be unattainable. -OR- If the facility has not been identified, the school has proposed an aggressive timeline for identifying and completing the development of the school facility which may be unattainable.	The school has presented a reasonable and appropriate timeline for completion of the school facility. -OR- If the facility has not been identified, the school has proposed a reasonable timeline for identifying and completing the development of the school facility.	The school has presented a reasonable and appropriate timeline which includes a contingency plan for completion of the school facility. -OR- If the facility has not been identified, the school has proposed a reasonable timeline which includes a contingency plan for identifying and completing the development of the school facility.
	The school has not demonstrated that the facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc. -OR- If the facility has not been identified, the school does not provide assurances that the facility will be in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.	The school partially demonstrated that the facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.; however, more information is needed to ensure compliance. -OR- If the facility has not been identified, the school provides some assurances that the facility will be in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.; however, more information is needed to ensure compliance.	The school demonstrates that the facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc. -OR- If the facility has not been identified, the school provides assurances that the facility will be in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.	The school demonstrates that the facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc. and has provided certifications to verify compliance. -OR- NA

Administrative Services	Describe the proposed operation and potential effects of the school including the manner in which administrative services of the school are to be provided.			
	Administrative services not clearly defined.	Administrative services plans are weak or unrealistic.	Administrative services are clearly addressed and appropriate for the school size.	Organization chart includes administrative structure and services. Services are clearly described.
	Budget does not reflect cost of administrative services.	Costs of administrative services are included in budget but are inadequate or not realistic.	Costs of administrative services included in budget and are adequate for school size.	Administrative services costs are included in budget, clearly documented or explained and realistic for school over time.
Civil Liability	Describe the potential civil liability effects upon the school and its chartering entity.			
	Potential civil liability effects are not adequately addressed.	Potential civil liability effects need additional clarification or explanation.	Potential civil liability effects on the school and authorizer are clearly addressed.	Potential civil liability effects on the school and authorizer are thoroughly addressed.
Insurance Coverage	Public charter schools shall secure insurance for liability and property loss. Petition includes a commitment to secure property and liability insurance. Errors and Omissions insurance is not required by statute but is recommended.			
	The school has not provided a complete list of the types of insurance for which the school will contract.	The school has provided a list of the types of insurance for which the school will contract; however the coverage does not meet all applicable insurance requirements.	The school has provided a complete list of the types of insurance for which the school will contract and the coverage meets applicable insurance requirements.	The school has provided a comprehensive and complete list of the types of insurance for which the school will contract and the coverage exceeds applicable insurance requirements.
	The school budget does not reflect costs for insurance coverage.	The school budget reflects the costs for insurance coverage; however, the costs are either unreasonable or insufficient to obtain the coverage required.	The school budget reflects reasonable assumptions for insurance coverage.	The school budget reflects reasonable assumptions for insurance coverage based on written quotes from the insurance companies.
Evaluation	Evaluator Comments and Questions			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Meeting and/or interview			
	Strengths:			
Concerns and Questions:				
Overall Ranking: The application reviewer provides an overall score for this application component.				

Possible questions for review team to ask the petitioners:

- Describe how the school will be operated.
- Where will the charter school be located?
- Why have you chosen the attendance area that you have?

- Describe the school facility plan.
- Do you have a permanent facility or will you be leasing or building?
- If it is not a permanent facility what are the long term plans for a facility?
- How have you accounted for remodeling and/or improvements in the budget?
- Has the land or building been donated? If so, are there any requirements or restrictions associated with it?

Tab 3: Educational Program and School Goals

Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets – 3	Exceeds – 4
Educated Person	Describe what is means to be an “educated person” in the 21st century.			
	Description of “educated person” is not correlated to education philosophy or instructional model.	Description of “educated person” partially relates to philosophy, instructional model or curriculum.	Description of “educated person” included and tied to school’s educational philosophy and instructional model.	Description of “educated person” directly aligns with school’s philosophy, instruction, and curriculum. Examples or details are provided as support.
Educational Program	Describe the school’s educational program and goals. Include how each of the education thoroughness standards as defined in Idaho Code Section 33-1612 shall be fulfilled.			
	It is unclear how the educational program relates to vision and mission of the school.	Description of the educational program seems to relate to vision and/or mission of school, but connection is not obvious.	Description of educational program directly relates to the vision and mission of the school.	The school’s educational program support and are aligned with the vision and mission of the school.
	Description of educational program does not include an explanation of the instructional practices or curriculum.	Description of educational program is brief and does not provide a clear picture of the school’s plan.	Description of educational program includes instructional practices and curriculum.	Description of education program is detailed and includes detailed explanations of the instructional practices and types of curriculum to be used by the school.
School Goals	Describe how the goals will be measured and the related data that will be collected. Note: The school’s goals can relate to any aspect of the operation of the school, implementation of the educational program, or student expectations.			
	The school does not have measurable goals.	The school has goals that are measurable, but there may be too few or too many goals for the school to successfully manage.	The school has an appropriate and manageable number of SMART goals that reflect high expectations.	The school has an appropriate and manageable number of SMART goals that reflect high expectations and include benchmarks based on reliable research and data.
	Goals do not tie to the school’s mission.	Goals do not clearly tie to the school’s mission.	There is alignment of goals with the mission and vision of the school.	There is a clear description of alignment of goals with the mission and vision of the school.
	The stated objectives and strategies do not align with the schools goals.	The stated objectives and strategies are aligned to the goals; however the selected objectives and strategies are not proven to be effective.	The stated objectives and strategies are aligned to the goals, and the selected objectives and strategies are tied to research and proven to be effective.	The stated objectives and strategies are fully aligned to the goals, and the selected objectives and strategies are tied to research and proven to be effective with the target population.

School Goals	The data collection plan is vague or not included.	The data collection plan does not address all academic and non-academic goals.	The data collection plan is included for both academic and nonacademic goals.	A detailed data collection plan is included for both academic and nonacademic goals. The budget reflects the costs for student data system and data collection.
	The school does not have a plan to monitor progress toward meeting the goals of the school.	The school has a limited or insufficient plan to monitor progress toward meeting the goals of the school.	The school has clearly described a plan to monitor progress toward meeting the goals of the school and the plan includes a description of how the school will make modifications based on data.	The school has clearly described a plan to monitor progress toward meeting the goals of the school and the plan includes a description of how the school will make modifications based on data. The process includes a description of how information gathered will be used by the administration, teachers, and board; as well as for the school improvement process.
	The school does not have a plan for annual reporting of results of goals to stakeholders and authorizer.	The school has a vague plan for reporting results of related to the goals.	The school has clearly described a plan to annually report results of goals to all stakeholders and authorizer.	The school has clearly described a plan to annually report results of goals to all stakeholders and authorizer. Additionally, the plan includes access to information for the general public.
Educational thoroughness standards	Describe how each of the education thoroughness standards as defined in Idaho Code Section 33-1612 shall be fulfilled.			
	Methods for fulfilling the thoroughness standards are not included.	The thoroughness standards are included but it is not clear how they will be fulfilled.	The petition explains how all eight of the education thoroughness standards will be fulfilled.	The explanation of the education thoroughness standards includes detailed strategies for fulfillment.
	Methods for fulfilling the thoroughness standards are not included and/or not related to the vision, mission, and goals.	Methods for fulfilling the thoroughness standards are loosely related to the vision, mission, or goals, but not necessarily all three.	Methods for fulfilling the thoroughness standards are tied to the vision, mission, and goals of the school.	Methods for fulfilling the thoroughness standards are fully aligned to the vision, mission, and goals of the school.
How learning best occurs	Explain how learning best occurs.			
	Explanation of how learning best occurs is general in nature or does not relate to vision, mission and educational program of the school.	Explanation of how learning best occurs is included and loosely relates to the vision, mission and educational program of the school.	Explanation of how learning best occurs is included and relates to the vision, mission and educational program of the school.	Explanation of how learning best occurs is included and directly aligns to the vision, mission and educational program of the school.
Instruction	The school identifies quality instruction that is research-based and has been effective in meeting the needs of the target population.			
	Instructional practices are not addressed.	Instructional practices are insufficiently addressed to demonstrate an effective school framework for the targeted student population.	Instructional practices support the educational philosophy, are clearly articulated and demonstrate an effective school framework for the targeted student population.	The educational philosophy and instructional techniques are clearly aligned and articulated. The instructional practices are proven to be successful with similar student populations.
	There is no connection between the proposed instructional practices and the mission.	The school does not effectively connect the proposed instructional practices with the school's mission.	The school's proposed instructional practices support and are aligned with the schools mission.	The school's proposed instructional practices support and are aligned with the schools <u>mission</u> and <u>vision</u> .

	There is no description regarding how instruction will be differentiated to meet student needs.	The school insufficiently describes how instruction will be differentiated to meet student needs.	The school describes how instruction will be differentiated based on identified student needs.	The school describes how instruction will be differentiated based on identified student needs and examples are provided.
	Research to support the proposed instructional practices is not provided.	Research to support the proposed instructional practices is limited or unreliable.	Research on the instructional practices is included in the appendices.	Research on the proposed instructional practices with the chosen population and curriculum is included in the appendices.
Curriculum	The school is proposing to use a clearly defined, research-based curriculum with the potential to raise the achievement of the intended student population, and that is aligned to district and state standards.			
	The curriculum framework is not presented clearly and does not align with the school's stated mission and goals.	The curriculum framework is partially defined; however the alignment to the school's stated mission and goals is unclear.	The curriculum framework is presented and aligned with the school's stated mission and goals.	The curriculum framework is clearly presented and alignment to the schools stated mission and goals is clearly articulated.
	There is no evidence that the chosen curriculum is aligned with state and district standards.	Evidence that the chosen curriculum is aligned with state and district standards is insufficient.	There is sufficient evidence that the chosen curriculum is aligned with state and district standards.	There is clear and abundant evidence that the chosen curriculum is aligned with state and district standards.
	The description of the curriculum lack sufficient detail to determine whether it is aligned across the school for all grade levels.	The description of the curriculum presented does not provide sufficient detail regarding alignment, objectives, content, and skills for all grades the school will serve.	A plan for a fully aligned curriculum is presented and provides the appropriate level of detail for the objectives, content and skills for each subject and for all grades the school will serve.	A fully aligned curriculum is presented and includes objectives, content and skills, learning outcomes, and promotion and exit standards for all grades the school will serve.
	High school credit requirements and course descriptions are not provided.	High school credit requirements and course descriptions are insufficiently described.	High school credit requirements and course descriptions are included and clearly articulated.	High school credit requirements in comparison to district requirements and course descriptions of all class offerings are included.
	A description of course offerings is not provided.	Course offerings are insufficient, or do not reflect a cohesive alignment.	Course offerings reflect an organized, cohesive curricular design.	Course offerings reflect an organized, cohesive curricular design that is aligned with the school's mission and philosophy. Any off-the-shelf curricular materials chosen are named, along with an explanation of why they were chosen.
	Research to support the chosen curriculum is not provided.	Research to support the chosen curriculum is limited or unreliable.	Research on the chosen curriculum is included in the appendices.	Clear research on the success of the chosen curriculum when used with the target population, along with the rationale of why chosen, is included in the appendices.
Structure	The school's organizational structure places a priority on implementing the chosen curriculum with fidelity and in its entirety.			
	A school calendar and schedule are not provided.	The school calendar and schedule do not demonstrate statutory compliance for student contact hours, or are not sufficient to ensure a viable curriculum.	The school calendar and schedule both demonstrate compliance with statutory requirements for student contact hours, and are sufficient to ensure a viable curriculum.	The school calendar and schedule both demonstrate compliance with statutory requirements for student contact hours, and the school has articulated that the curriculum is strong and implementable.
	A description of the organizational structure of the school is not sufficient to support implementation of the curriculum.	The description of the organizational structure of the school does not sufficiently demonstrate enough support to fully implement the curriculum.	A description of the organizational structure of the school demonstrates enough support to fully implement the curriculum.	A description of the organizational structure of the school demonstrates enough support to fully implement the curriculum and monitor ongoing modifications to the curriculum.

Serving Students with Special Needs	Describe the manner by which special education services will be provided to students who are eligible for services pursuant to the Federal Individuals with Disabilities Education Act, including disciplinary procedures for such students.			
	The school has no process in place to identify students who are struggling academically and to determine the cause and how this need will be addressed.	The school has a partial plan in place to identify and meet the needs of students who are struggling, and to identify students with special needs. RTI is mentioned, but details are not provided.	The school has a plan in place to meet all legal requirements to identify students with special needs, to include IDEA, FAPE, and IEPs. Intervention strategies for the 3 tiers used in RTI (Response to Intervention) are identified.	The school has a plan in place to meet all legal requirements to identify students with special needs, to include IDEA, FAPE, IEP, ALP, and 504. Intervention strategies for the 3 tiers used in RTI (Response to Intervention) are fully described.
	The school has no plan in place to identify and meet the needs of any Special Ed students who enroll at the school.	The school has a partial plan in place to identify and meet the needs of any Special Ed students who enroll at the school.	The school has a plan in place to identify and meet the needs of any Special Ed students who enroll at the school.	The school has a plan in place to identify and meet the needs of any Special Ed students who enroll at the school. Strategies and interventions are fully described.
	The school does not address how staffing allocations will be used to meet the needs of students.	The school has provided a vague plan to provide staff to meet the needs of students, but does not clearly identify staffing allocations.	The school has provided a plan to provide adequate staff to meet the needs of all students that includes a licensed Special Ed teacher.	The school has provided a plan to provide adequate staff to meet the needs of all students that includes a licensed Special Ed teacher. A timeline that fully describes the development of the staffing and instructional and curricular plans is included.
	There is no provision for ongoing monitoring of this student group.	NA	The school identifies the need for ongoing monitoring this student group.	The school provides exit standards and plans for ongoing monitoring of this student group.
	The budget does not reflect costs involved in addressing the needs of special populations.	The budget reflects some of the costs involved in addressing special populations; however, sufficient detail is not provided.	The budget reflects allocation for resources, staffing, and training needed to serve the needs of special populations.	The budget reflects allocation for resources, staffing, and training needed to serve all students' needs. It includes expenditures beyond the IDEA federal funds.
	Transportation plans for special needs students are not included.	Transportation plans for special needs students are vague and/or not included in the budget.	Transportation plans for special needs students is addressed and appropriately budgeted for, even if transportation is not provided for general student population.	Comprehensive plan for transporting special needs students is included. Budget includes a line item specifically for this transportation.
	Research on interventions and chosen materials is not provided.	Limited research on interventions and chosen materials is referenced.	Research on interventions and chosen materials is included in the appendices.	Research on effective strategies and support materials, with the identified populations, is included in the appendices.
Dual Enrollment	Describe the school's plan for working with parents who have students who are dually enrolled. Include the manner by which eligible students from the public charter school shall be allowed to participate in dual enrollment in non-charter schools within the same district as the public charter school, as provided for in Idaho Code Section 33-203(7).			
	Plans for working with the parents are not included or not realistic.	Plans for working with the parents are vague or incomplete.	Plans for working with parents of detailed and include communication with the non-charter school.	Plans for working with the parents illustrate an understanding of the complexity of the issue and/or include an understanding of the district policies regarding dual enrollment issues.
	A policy for dual enrollment has not been created or is not available in the handbook.	The policy for dual enrollment is vague or incomplete.	The student handbook includes the policy for dual enrollment clearly stated for parents to review.	The dual enrollment policy is included in the student handout. The specific policy is also included with this petition.

Gifted and talented	Describe the manner in which gifted and talented students will be served.			
	The school has no plan in place to identify and meet the needs of any Gifted and Talented students who enroll at the school.	The school has a partial plan in place to identify and meet the needs of any Gifted and Talented students who enroll at the school.	The school has a plan in place to identify and meet the needs of any Gifted and Talented students who enroll at the school.	The school has a plan in place to identify and meet the needs of any Gifted and Talented students who enroll at the school. Strategies and interventions are fully described.
	There is no provision for ongoing monitoring of GT students.	There are vague references to monitoring GT students.	The school identifies the need for ongoing monitoring of GT students	The school provides exit standards and plans for ongoing monitoring of GT students
	The budget does not reflect costs involved in addressing the needs of GT students	The budget reflects some of the costs involved in addressing special populations; however, sufficient detail is not provided.	The budget reflects allocation for resources, staffing, and training needed to serve the needs of GT students.	The budget reflects allocation for resources, staffing, and training needed to serve all students' needs.
Limited English Proficiency	Describe the manner in which Limited English Proficiency services will be provided.			
	The school has no plan in place to identify and meet the needs of any English Language Learners students who enroll at the school.	The school has a partial plan in place to identify and meet the needs of any English Language Learners students who enroll at the school.	The school has a plan in place to identify and meet the needs of any English Language Learners students who enroll at the school.	The school has a plan in place to identify and meet the needs of any English Language Learners students who enroll at the school. Strategies and interventions are fully described.
	There is no provision for ongoing monitoring of LEP/ELL students.	Monitoring plans for LEP/ELL students is vague or incomplete.	The school identifies the need for ongoing monitoring of LEP/ELL students.	The school provides exit standards and plans for ongoing monitoring of LEP/ELL students.
	The budget does not reflect costs involved in addressing the needs of LEP/ELL students.	The budget reflects some of the costs involved in addressing LEP/ELL students; however, sufficient detail is not provided.	The budget reflects allocation for resources, staffing, and training needed to serve the needs of LEP/ELL students.	The budget reflects allocation for resources, staffing, and training needed to serve all students' needs.
Evaluator Comments and Questions				
Written Proposal				
Strengths:				
Concerns and Questions:				
Meeting and/or interview				
Strengths:				
Concerns and Questions:				
Overall Ranking:				
The application reviewer provides an overall score for this application component.				

Possible questions for review team to ask the petitioners:

- Discuss the educational philosophy of the founders.
- Discuss the curriculum the school plans on using.
- Is the curriculum aligned to state standards?

- Is it aligned to the Common Core Standards?
- Is it research based?
- Describe your experience with this curriculum.
- Will it be purchased or developed by the team?
- If it is purchased, what is the name of the company? Tell us more about the curriculum and how it will be delivered.
- What are other schools/districts that are using the same curriculum?
- What data is available about the success of the curriculum? Can you supply that data to this group?
- Describe the plans for all Special Education students.
- Will there be a separate resource classroom for the SPED students?
- What plans do you have related to special education students that require transportation?

Tab 4: Measurable Standards, Accreditation and Accountability

Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets – 3	Exceeds – 4
Measurable educational standards	Identify measurable student educational standards that describe the extent to which all students of the charter school will demonstrate they have attended the skills and knowledge specified as goals in the school’s educational program. Note: Measurable education standards are specifically related to student achievement.			
	The school does not have measurable educational standards.	The school has standards that are measurable, but there may be too few or too many goals for the school to successfully manage.	The school has an appropriate and manageable number of measurable standards that reflect high expectations.	The school has an appropriate and manageable number of measurable standards that reflect high expectations and include benchmarks based on reliable research and data.
	Standards do not tie to the school’s mission.	Standards are vague and do not clearly tie to the school’s mission.	There is alignment of standards with the mission and vision of the school.	There is a clear description of alignment of standards with the mission and vision of the school.
	The stated objectives and strategies do not align with the measurable standards	The stated objectives and strategies are aligned to the standards; however the selected objectives and strategies are not proven to be effective.	The stated objectives and strategies are aligned to the standards, and the selected objectives and strategies are tied to research and proven to be effective.	The stated objectives and strategies are fully aligned to the standards, and the selected objectives and strategies are tied to research and proven to be effective with the target population.
	The measurable standards do not take into consideration the target populations.	The measurable standards vaguely relate to the target population	The measurable standards are appropriate for the target population.	The measurable standards are high and will encourage growth in all populations.
	The measurable standards do not reference the local district or state standards.	The measurable standards are below the local school district and state standards.	The measurable standards meet the local school district and state standards.	The measurable standards exceed the local school district and state standards.
	The methods of measuring all students’ progress related to the standards is not included.	The methods of measuring all students’ progress is include for some, but not all of the standards.	The methods for measuring all students’ progress for each standard are explained.	Methods for measuring all students’ progress is clearly outline for each standard and include a variety of assessment methods.
	The school has no plan in place to evaluate the effectiveness of the academic program.	The school states it will make changes to the academic program based on the results of evaluations; however, no plans or systems to track or evaluate data are included.	A Student Information System (SIS) and data capabilities are described or the process for selecting them is described. The SIS and data will be used in conjunction with identified assessments that will be	A specific SIS, formative and summative assessments, and data warehouse are part of a system of information that will be used to evaluate the effectiveness of the academic program.

			used to evaluate the effectiveness of the academic program.	
No supporting research is provided.	Supporting research is limited.	Research to support the school's evaluation process is included in the appendices.	Research on the effectiveness of the chosen pieces, with the identified population, is included in the appendices.	
The school does not have a plan to monitor progress toward meeting the standards of the school.	The school has a limited or insufficient plan to monitor progress toward meeting the standards of the school.	The school has clearly described a plan to monitor progress toward meeting the standards of the school and the plan includes a description of how the school will make modifications based on data.	The school has clearly described a plan to monitor progress toward meeting the standards of the school and how the school will make modifications based on data. The process includes a how information gathered will be used to inform the school improvement process.	
The school does not have a plan for annual reporting of standards to stakeholders and authorizer.	The school has a vague plan for reporting results of related to the standards.	The school has clearly described a plan to annually report standards to all stakeholders and authorizer.	The school has clearly described a plan to annually report standards to all stakeholders and authorizer. Additionally, the plan includes access to information for the general public.	
Describe how the school's students will be tested with the same standardized tests as other Idaho public school students.				
The school does not specify a list of assessments, or the list of assessments is too limited in number to demonstrate an appropriate evaluation process.	A preliminary list of assessments is provided; however the assessment plan does not sufficiently address an anticipated schedule of frequency, or a plan to select additional assessments.	A preliminary list of assessments is provided. The assessment plan includes an anticipated schedule of frequency, and a plan to select additional assessments. The plan includes provisions for literacy testing, interventions, formative assessments, and summative assessments.	The assessment plan reflects a comprehensive list of assessments. The assessment plan includes a full schedule of assessments. The plan includes provisions for literacy testing, interventions, formative assessments, and summative assessments. The plan also addresses how information will be used to improve instructional practice and content.	
The assessment plan is not completely clear, and does not show it will be aligned with state or district standards.	Required state assessments are listed. Internal assessments will be aligned with state or district content standards, but no explanation is given as to how.	Assessments will be chosen with curriculum, instruction, standards and legal requirements.	Assessments are aligned with curriculum, instruction, standards and legal requirements.	
There is no plan for corrective action.	A plan for taking corrective action is generally described and does not include examples of interventions.	A plan is clearly defined for taking corrective action, with examples of interventions.	A comprehensive plan is clearly defined for taking corrective action, with many examples of interventions and scheduling of additional supports given.	
Research is not provided to substantiate the selected assessments.	Limited research is provided or is unreliable to support the selected assessments and	Research on effectiveness of the selected assessments and interventions is	The school clearly demonstrates researched validity and reliability of selected assessments and	

Assessments

		interventions.	provided in the appendices.	interventions, with the identified population, which is included in the appendices.
	The petition does not address the impacts of the testing requirements on the instructional program and/or staff.	The petition vaguely reflects an understanding of the impacts of testing requirements on the instructional program and staff.	The petition reflects a clear understanding of the testing requirements and impact to the instructional program and staff.	The structure of the school and instructional program will all the school to minimize the impacts of the testing requirements.
	The cost of assessments is not reflected in the budget.	Some costs associated with testing are reflected in the budget.	The budget reflects the cost of assessment and monitoring programs.	The budget clearly reflects costs associated with assessment, evaluation, and monitoring programs.
Middle level credit and advancement	Describe the plan for the middle level credit and advancement requirements. Note: If the school is does not include grades 7 & 8 skip this section.			
	The plan is not included or does not address all of the state requirements.	The plan is vague or unclear.	The middle level credit plan is described in detail and aligns with the state requirements.	The middle level requirements are clearly aligned with the local school district as well as the state requirements.
	The connection between the middle level credit requirements and the mission, vision, goals, and educational program is unclear.	There is some connection between the middle level credit requirements and the mission, vision, goals, and educational program.	The middle level credit requirements align with the mission, vision, goals, and educational program of the school.	The middle level credit requirements enhance the educational program and directly align with the vision, mission, and goals of the school.
	Student retention is not addressed in the petition.	The plan vaguely addresses the issues associated with student retention.	The plan addresses issues of student retention on class size and enrollment issues.	The plan clearly outlines the impact of student retention and makes allowances for class size and enrollment.
	Middle level credit requirements are not included in the handbook.	The middle level credit requirements are briefly described in the handbook.	The middle level credit requirements are included in the student handbook for review by parents and students.	The middle level credit requirement policy is included in the appendices.
Accreditation	Describe how the school will ensure that it shall be accredited as provided by rule of the Idaho State Board of Education. Note: If the school does not contain grades 9-12, skip this section.			
	The school does not demonstrate an understanding of the accreditation process.	The school demonstrates a limited understanding of the accreditation process.	The school demonstrates an understanding of the accreditation process.	The school demonstrates an understanding of the accreditation process, and has articulated how the goals and objectives of the school align with the accreditation process.
Accountability and School Improvement	The school demonstrates a clear understanding of accountability laws, both state and federal, and has an outline of a plan if ever identified as an “in need of improvement” school.			
	The school does not demonstrate an understanding of state reporting and accountability process.	The school demonstrates a limited understanding of state reporting and accountability process.	The school demonstrates an understanding of state reporting and accountability.	The school demonstrates an understanding of state reporting and accountability and has articulated how the goals and objectives of the school align with state accountability priorities.
	The school has not described a plan to meet state performance measures.	The school has insufficiently described a plan to meet state performance measures.	The school has described a plan to meet state performance measures (achievement, growth, growth gaps, and post-secondary/work force if HS).	The school has described a plan to meet state performance measures and has made connections between these measures and the goals of the school.

	The school does not address AYP.	The school has provided an insufficient plan to meet AYP.	The school has clearly described a plan to meet Adequate Yearly Progress (AYP).	The school has clearly described a plan to meet AYP and has provided clear connections between AYP the goals of the school and state accountability frameworks.
	The petition does not include a plan or there is no understanding of the requirements of being identified as “in need of improvement.”	The petition outlines a school improvement plan that demonstrates a vague understanding of the requirements and impact of being identified as “in need of improvement.”	The petition outlines a school improvement plan that demonstrates a clear understanding of the impact of being identified as “in need of improvement.”	The petition outlines a school improvement plan that demonstrates a clear understanding of the impact of being identified as “in need of improvement” and includes steps to avoid reaching that stage.
Evaluation	Evaluator Comments and Questions			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Meeting and/or interview			
	Strengths:			
Concerns and Questions:				
Overall Ranking:				
The application reviewer provides an overall score for this application component.				

Possible questions for review team to ask the petitioners:

- Describe how the Measureable Educational Standards were developed.
- How will student process be measured and monitored on a daily, weekly, monthly basis?
- How will intervention strategies be implemented based on the monitoring?
- Discuss your understanding of AYP, School Improvement stages, and the Charter School Board’s involvement with school improvement.
- How will the board use and monitor student achievement results and other student data?

Tab 5: Governance Structure, Parental Involvement, Audits

Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets – 3	Exceeds – 4
Governance Structure	Describe the governance structure of the school, including but not limited to, the person or entity that shall be legally accountable for the operation of the school.			
	Governance structure is not included.	Governance structure is briefly outlined.	Governance structure explanation of the school is clearly explained.	Governance structure is clearly explained with consideration given to all stakeholders of the school.
	Supporting documents detailing the governance structure are not provided.	Supporting documents for the governance structure are provided, but are insufficient in number or detail.	The explanation of the structure is supported by an organizational charter and the bylaws.	Supporting documents detailing the governance structure (such as an organizational chart, key job descriptions, draft board policies, bylaws, School Accountability Committee description, etc.) are provided, and evidence is provided to demonstrate compliance with the guiding documents.
	There is no description of the roles and responsibilities of the board and the roles and responsibilities of the school’s administrator.	There is a partial description of the roles and responsibilities of the board and the school’s administrator; however the description does not sufficiently address the distinction between roles.	There is a clear description of the separation between the roles and responsibilities of the board and the roles and responsibilities of the school’s administrator.	There is a clear description of the separation between the roles and responsibilities of the board and the roles and responsibilities of the school’s administrator, and evidence is provided to demonstrate compliance with the stated distinctions.
	Legal accountability is vague and/or not aligned with state law.	Legal accountability is briefly discussed.	Legal accountability is defined, comprehensive and aligned with state laws.	Thorough explanation of legal accountability is included in the petition. It is clear the founders understand the associated issues.
Governance Capacity	The board has a wide range of experienced board members with the capacity to oversee a successful school, and a commitment to do so.			
	Board membership reflects a lack of diverse experiences and skills.	Board membership reflects some diversity of experience and skills.	Board membership reflects diverse experiences and skills (such as education, management, financial planning, law, and community outreach).	Board membership reflects diverse experiences and skills (such as education, management, financial planning, law, and community outreach), including experience with charter school leadership.
	A plan to recruit board members with identified skill sets does not exist. No specific needs or qualifications for board members are listed.	A plan to recruit board members exists, but will not likely result in recruiting board members with identified skill sets.	A plan is in place to recruit board members with identified skill sets.	A plan is in place to recruit highly qualified board members with identified skill sets.
	Board member information is not provided.	Only board member names are provided.	Board member resumes are included in the petition.	Board member resumes are included in the application, and all board members’ resumes are included as an attachment.
	Board members do not sign a Board Member Agreement.	It is unclear if board members will sign an agreement or not.	All board members will sign a Board Member Agreement.	All board members will sign, or have already signed, a Board Member Agreement, and a draft of the agreement is attached.
There is a clear description of the initial transition to an official board, elections, removal, term limits, the decision process, and roles and powers of the board vs. the school’s administrator. Adequate structures are in place to provide rigorous oversight and support. Note: this information may be included in the petition, Articles of Incorporation, or Bylaws.				

Governance Process	There is no description of the process to transition to an official board.	There is a partial explanation of the transition to an official board.	There is a clear explanation of the initial transition to an official board.	There is a clear explanation of the initial transition to an official board and evidence is provided to demonstrate that this transition is complete.
	There is no description of the board election process, decision making process, or the board membership terms.	There is a partial explanation of the board election process, decision making process, or the board membership terms.	There is a clear explanation of the board election process, decision making process, or the board membership terms.	There is a clear explanation of the board election process, decision making process, or the board membership terms and evidence is provided to demonstrate compliance with the stated processes.
Legal Compliance	Legal Compliance with Open Meetings and Public Records laws, conflicts of interest, and grievance process are explained.			
	There is no explanation of how the school plans to comply with Open Meetings Laws.	There is a partial explanation of how the school plans to comply with Open Meetings Laws.	There is a complete explanation of how the school plans to comply with Open Meetings Laws (agendas posted 24 hours in advance, quorums, executive session procedures, board meeting frequency and focus, etc.).	There is a complete explanation of how the school plans to comply with Open Meetings Laws (agendas posted 24 hours in advance, quorums, executive session procedures, board meeting frequency and focus, etc.) and evidence is provided to demonstrate compliance with Open Meetings Laws.
	There is no explanation of how the school plans to comply with Public Records Laws.	There is a partial explanation of how the school plans to comply with Public Records Laws.	There is a complete explanation of how the school plans to comply with Public Records Laws (meeting minutes, accessibility of school business documents, etc.).	There is a complete explanation of how the school plans to comply with Public Records Laws (meeting minutes, accessibility of school business documents, etc.) and evidence is provided to demonstrate compliance with Open Records Laws.
	Neither a conflict of interest policy, nor a complaint policy is included as an attachment.	Either a conflict of interest policy, or a complaint policy, is provided as an attachment.	Conflict of Interest and complaint policies are included as attachments.	Conflict of Interest and complaint policies are included as attachments, and evidence is provided to demonstrate compliance with the policies.
Governance Training and Evaluation	There is an ongoing and comprehensive plan for annual board trainings and evaluations that include internal and external reviews.			
	There is no plan for board member training.	A plan is in place for board training; however it does not make use of the online board training modules, or the plan is not on-going or comprehensive, primarily addressing training as a one-time event.	A comprehensive plan is in place for board training and continuous improvement that includes certification through the online board modules for all new board members.	An ongoing comprehensive plan and training calendar are in place for board training and continuous improvement that includes certification through the online board modules for all board members.
	There is no plan for evaluating the board.	The plan for annual self-evaluation is insufficient.	An annual self-evaluation of board function and effectiveness is in place.	An annual self-evaluation of board function and effectiveness is in place and a draft of the evaluation tool is included as an attachment.
	There is no evidence that funding or time are allocated to ensure board member training.	Funding and time allocations for board training are insufficient.	There is money in the budget and time allotted in the calendar to ensure board training for all new board members.	There is money in the budget and time allotted in the calendar to ensure initial board training for all board members and ongoing continuous improvement for the full board.

Parental Involvement	Describe the process to be followed by the school to ensure parental involvement.			
	There has been little or no parent and community involvement in the concept for the school or the development of the school.	The school demonstrates some parent and community involvement in the concept for the school and the development of the school.	The school demonstrates parent and community involvement in the concept for the school and the development of the school.	There is strong evidence to demonstrate parent and community involvement in all phases of the schools development.
	The petition contains no discussion of parental involvement in the governance of the school.	The plan provides ideas for parental involvement but does not ensure it.	A clear plan is provided to ensure parental involvement in the governance of the school.	The plan outlines numerous ways and ensures authentic parental involvement in the governance of the school.
	The school has provided little or no information about volunteer requirements or opportunities.	The school has provided a limited description of the volunteer requirements and opportunities; however, it is apparent that volunteers play a significant role at the school.	The school has clearly described the volunteer requirements and opportunities at the school.	The school has clearly described the volunteer requirements and opportunities at the school. Evidence of a large volunteer pool is provided along with exemplary practices in recruiting and retaining volunteers.
Audits and Annual Reporting	Describe the manner in which an annual audit of financial and programmatic operations of the public charter school will be conducted.			
	There is no plan to conduct a <u>financial audit</u> .	A <u>financial audit</u> will be conducted, with no mention of who will perform the audit.	An independent <u>financial audit</u> will be conducted by a qualified CPA, with a statement included that the school will address any concerns.	An independent <u>financial audit</u> will be conducted by a qualified CPA, with timelines given along with a plan to address any concerns.
	There is no plan to conduct a <u>programmatic audit</u> .	A <u>programmatic audit</u> will be conducted, with no mention of who will perform the audit.	An independent <u>programmatic audit</u> will be conducted by the Idaho Charter School Network (ICSN) or other independent group with a statement included that the school will address any concerns.	An independent <u>programmatic audit</u> will be conducted by Idaho Charter School Network (ICSN) or other independent group, with timelines given along with a plan to address any concerns.
	No plan is in place to report financial information to the community or chartering authority.	The school provides limited information about financial reporting and does not demonstrate an understanding of the Financial Transparency requirements.	The school demonstrates a clear understanding of and compliance with the Financial Transparency requirements.	The school demonstrates a clear understanding of and compliance with the reporting and Financial Transparency requirements and has provided sample financial templates and reports.
	Annual reporting is not included in the petition.	The plan for annual reporting is vague or incomplete.	The school demonstrates an understanding of the requirements of the annual reporting to the authorizer.	The school demonstrates a clear understanding of the annual reporting requirements and has outlined who is responsible for completing the reporting.
	The costs of the audits are not included in the budget.	The budget reflects the cost of one of the audits, but not both.	The budget reflects the costs for the financial and programmatic audits.	The budget reflects the cost of both audits as well as the costs for the annual report.
	Evaluation	Evaluator Comments and Questions		
Written Proposal				
Strengths:				

	Concerns and Questions:
	Meeting and/or interview
	Strengths:
	Concerns and Questions:
Overall Ranking: The application reviewer provides an overall score for this application component.	

Possible questions for review team to ask the petitioners:

- Names, roles, and current employment of all persons on the applicant team.
- Does the applicant team or any members of the team currently operate any other schools?
 - If yes, which?
- Explain the individual and collective qualifications of the applicant team members to establish a high-quality charter school, in particular the capacity to assume responsibility for public funds, administration and governance.
- Explain the circumstances and motivations that brought the applicant team together to propose this charter school.
- Which applicant team members will become founding board members?
- Why do you want to open a charter school?

Tab 6: Employee Requirements

Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets – 3	Exceeds – 4
Qualifications and certification	Describe the qualifications to be met by individuals employed by the school. Instructional staff must be certified teachers pursuant to the rule of the State Board of Education.			
	Teachers will be certified, but other qualifications are not addressed.	Teachers will be certified and other qualifications are vaguely addressed.	Qualifications for teachers are described. All teachers will be certified.	Qualifications for teachers and support staff are included. All staff will be appropriately certified.
	There is no evidence that the school will require all members of the teaching staff to be Highly Qualified.	The school plans to vaguely address Highly Qualified status.	All teachers will be Highly Qualified.	All teachers will be Highly Qualified and the school provides a description of how it will be verified and tracked.
	The administrator’s qualifications are not described and there is no description of a process for hiring.	The administrator’s qualifications are described; however, there is no description of a process for hiring the administrator.	The administrator’s qualifications are described, and a plan to hire the administrator is described.	The administrator’s qualifications are described, and a plan to hire the administrator is described. Evidence of a plan to hire a highly qualified administrator is provided.
Contracts	Include a provision that ensures all teachers and administrators will be on a written contract as approved by the state superintendent, conditioned upon a valid certificate being held by such professional personnel at the time of entering upon the duties.			
	Contracts are not addressed in the petition.	The contracts will be state approved, but the petition does not mention it is conditional based on certification.	The petition states all teachers and administrators will be on state approved contracts and that it is conditional upon the valid certification.	The petition states all teachers and administrators will be on an approved contract and that it is conditional upon the valid certification. A plan for tracking is included in the petition.
Transfer Rights	Describe the transfer rights of any employee choosing to work in a charter school that is approved by the board of trustees of a school district, and the rights of this employee to return to any non-charter school in the same district.			
	Transfer rights of employees are addressed incorrectly.	Transfer rights of employees are vaguely addressed.	Transfer rights of employees are clearly explained.	Transfer rights of employees are clearly addressed and include references to associated district policies.
Collective Bargaining	Include a provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining.			
	Collective bargaining is not addressed in the petition.	Collective bargaining is vaguely addressed.	The petition specifically states that staff will be a separate unit for collective bargaining.	The petition provides a detailed explanation of negotiation practices and addresses collective bargaining.
Employee Benefits	Include a provision that ensures all staff members will be enrolled in and covered by all of the following: Public Employee Retirement System (PERSI), Unemployment Insurance, Federal Social Security, Health Insurance, Worker’s Compensation Insurance			
	Employee benefits are not discussed.	References to the employee benefits are vague or incomplete.	The required employee benefits are clearly outlined.	The employee benefits are discussed in detail and include benefits beyond the required.
	The budget does not include benefits.	The budget reflects only the state reimbursement rate for benefits.	The budget reflects the costs of all benefits.	The budget reflects the cost of all benefits and includes bids for health insurance policies.
Teacher Evaluation	Describe the plan for evaluating teachers. Include the measures that will be used, the frequency of evaluations, and the plan if a teacher is deemed to be underperforming.			
	There is not a clear process for evaluating teacher effectiveness.	There is a process for evaluating teacher effectiveness; however it is	There is a clear process for evaluating teacher effectiveness and this will	A comprehensive evaluation of teacher effectiveness is tied to student academic performance.

		unclear as to how this is tied to student academic performance.	be tied to student academic performance.	The teacher evaluation rubrics are included in the appendices.
Teacher Evaluation	The frequency of evaluations is not discussed. -OR- No evaluation plan is provided.	The frequency of the evaluations is vague or inconsistent with best practices.	The frequency of evaluations is included and follows Board Rules.	The frequency of evaluations is included and follows Board Rules and best practices or research based models.
	The plan for underperforming teachers is not included. -OR- No evaluation plan is provided.	The plan for working with underperforming teachers is vague or incomplete.	The plan for working with underperforming teachers is clearly detailed.	The plan for working with underperforming teachers provides specific steps to be taken and includes timelines for the process.
	There are no links between the evaluation process and the curriculum. -OR- No evaluation plan is provided.	Links between the evaluation plan and implementing the curriculum are lacking or vague.	The evaluation plan includes clear links to implementing the curriculum with fidelity (through professional development and expected collaboration) and high expectations.	The evaluation plan includes clear links to implementing the curriculum with fidelity and high expectations. A draft of the staff evaluation tool is provided.
Local District Evaluation Policy	Describe the plan to meet all of the requirements of IDAPA 08.02.02.120 – Local District Evaluation Policy.			
	The plan for the Local District Evaluation Policy is not included.	A basic plan meeting the minimum requirements for the Local District Evaluation Policy is included.	A detailed plan for meeting the requirements for the Local District Evaluation Policy is included.	A comprehensive plan for all evaluations is included and a copy of the Local District Evaluation Policy is provided as an appendix.
	The budget does not include any costs for evaluations.	The budget for evaluations is included with other items or is unclear.	The budget includes line items for the cost associated with evaluations; included related professional development.	The budget includes the all of the cost for evaluations and is explained in the budget assumptions.
Administration Evaluation	Describe the plan for evaluating administrators. Include the frequency of the evaluation, research the evaluation is based on, and who is responsible for conducting the evaluations.			
	There is no description of a process for evaluating the administrator.	The plan for evaluating the administrator is incomplete or not research based.	The plan for administrator evaluations is research based and detailed.	The plan for evaluating the administrator is comprehensive and research based. A draft of the administrative evaluation tool is provided.
	Frequency and responsibility are not discussed -OR- The administrative evaluation plan is not included.	The plan for evaluating the administrator may be too infrequent and/or the responsibility for the evaluation is not clearly defined.	The frequency of the evaluation and person responsible is included in the plan.	A detailed timeline for the evaluation is included, as well as the individual(s) responsible for the evaluation.
Background checks	Include a provision that ensures all employees of the school undergo a criminal history check.			
	Requirement for background check is acknowledged, but not explained.	Requirements and process are briefly explained.	Requirements and process for background checks is clearly explained.	Requirements and process for background checks is clearly explained and includes a timeline and method for tracking.
	The school provides professional development that is based on evaluated teacher needs, that is aligned with the school’s mission, helps teachers meet school goals, and addresses any shortcomings in student learning, as identified by the Performance Management Plan.			

Teacher Quality and Professional Development	Professional Development (PD) offerings are minimal and are not aligned with the school’s educational philosophy or based on teacher need or student progress monitoring.	There is an intention to base professional development on teacher need and student progress, but no clear plan is in place.	Professional Development and programmatic changes will be determined based on thorough data-analysis, and a list of initial trainings is provided.	Professional Development and programmatic changes will be determined based on thorough data analysis, and a comprehensive list of initial trainings, timing of trainings, and the person responsible for evaluating need is provided.
	No time is allotted in the calendar for PD.	The school offers some professional development days that are noted in the calendar.	Time is allotted in the calendar and schedule for ongoing PD, data-analysis and collaborative planning.	Time is allotted in the calendar and schedule for ongoing PD, data analysis and collaborative planning. The professional development plan is aligned to standards and to the teacher effectiveness evaluation.
	The budget does not include funding to support the professional development plans.	The budget includes insufficient funding to support the professional development plans.	The budget reflects funding estimates to support professional development plans.	The budget fully supports the professional development plans, with reliable assumptions used for financial information.
Evaluation	Evaluator Comments and Questions			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Meeting and/or interview			
	Strengths:			
Concerns and Questions:				
Overall Ranking:				
The application reviewer provides an overall score for this application component.				

Possible questions for review team to ask the petitioners:

- When will you be hiring the administrator and teachers?
- Describe the benefits the school plans to offer its staff.
- What is the philosophy of the founders/board regarding professional development?
- How will paraprofessionals be used in the school?
- Who will be responsible for tracking the certifications, background checks, employee benefits, etc.?

Tab 7: Admissions, Discipline, Student Policies

Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets – 3	Exceeds – 4
Admissions Procedures	Describe admissions procedures; include a provision for over-enrollment and equitable selection processes for the initial year as well as subsequent years of operation. Include the enrollment capacity of the charter school.			
	The admissions procedures are vague and incomplete.	The admissions procedures are briefly explained and do not include timelines for the process.	The admissions procedures are clearly explained and include general timelines for the process.	The admissions procedures are clearly explained, include specific timelines for the process, and sample application forms.
	The school has an over-enrollment process that is not in compliance with state statute.	The school has an over-enrollment process that is in partial compliance with state statute.	The school has an over-enrollment process that is in full compliance with state statute.	The school has an over-enrollment process that is in full compliance with state statute and is exemplary in providing fair and equitable access to the school.
	The description of the enrollment process is insufficient and/or inequitable.	The school has provided a description of the enrollment process; however, the description lacks clarity regarding some aspects of the process.	The school has provided a clear description of the enrollment process including criteria for enrollment decisions, withdrawals, and transfers.	The school has provided a clear description of the enrollment process including criteria for enrollment decisions, withdrawals, and transfers. Draft enrollment policies are attached.
	The equitable selection process includes preferences groups not allowed by state law.	The equitable selection process description of preference groups is unclear or vague.	The equitable selection (lottery) process includes only groups that are allowed in state law. The preferences groups are explained.	The equitable selection process includes only the preference groups allowed by state law and provides specific examples of those groups. Policies regarding the preference groups are included with the petition. (For example a policy defining the Founders preference group.)
	The enrollment capacity only addresses the total capacity.	The enrollment capacity of the charter school is outlined for the first year and includes the total school capacity.	The enrollment capacity of the charter school is outlined for the first year and includes the total school capacity as well as grade level capacity.	The enrollment capacity provides an explanation for the capacity and includes the specific growth plan for the school. Capacity is defined for class size, grade level, and entire school.
Waiting Lists	Describe how waiting lists will be developed and renewed annually.			
	The process for developing waiting lists is unclear or raises many questions.	The process for developing waiting list is generally explained and raises few questions.	The process for developing waiting lists is clearly outlined.	The is a specific process outlined for developing waiting lists by grade and includes the handling of the preference groups.
	Process for renewing the waiting lists is not addressed.	The process for renewing the waiting list is vague.	The process for renewing the waiting list is clearly described.	Annual renewal of the waiting list is clearly defined, as is the process for maintaining the list.
Public School Alternatives	Describe the public school attendance alternative for students residing within the school district who choose not to attend the public charter school.			
	Public school alternatives are not addressed.	Public school alternatives are described as “other public schools within the district.”	Public school alternatives are included and specific schools in the area are mentioned by name.	Public school alternatives are listed by name and include other charter schools and virtual public schools.

Enrollment opportunities	Describe the process by which citizens residing in the compact and contiguous attendance area of the charter school will be made aware of enrollment opportunities.			
	Process for making citizens aware of the enrollment opportunities is vague.	Process for making citizens aware of the enrollment opportunities is explained and general in nature. No timelines are included in the description.	Process for making citizens aware of the enrollment opportunities are clearly defined and include specific timelines required by state law. Several methods for informing the public are included.	A marketing plan for the school is defined and includes a variety of methods for informing the public of the enrollment opportunities are described. Opportunities to engage the public are described and are appropriate for the target population and local area.
	The school has not attempted to communicate with at-risk families.	The school has engaged in some strategies for communicating with at-risk families.	The school has engaged in specific strategies for communicating with at-risk families and families who might not be aware of the school.	The school has engaged in specific strategies for communicating with at-risk families and families who might not be aware of the school. Evidence of interest in the school reflects that communication efforts have been successful.
Denial of Attendance	Describe the school's plan for denial of attendance to any student who is or has been:			
	<ul style="list-style-type: none"> • An habitual truant, • Incorrigible, • Deemed by the board of trustees to be disruptive of school discipline or instructional effectiveness, • Detrimental to the health and safety of the other students, or • Expelled from any other school district or state. 			
	The petition includes reasons for denial of attendance but does not explain the plan or process.	The petition outlines the plan for denial of attendance for most of the reasons listed.	The petition outlines the plan for denial of attendance for all of the reasons listed and is included in the student handbook.	The petition clearly outlines the plan for denial of attendance for all of the reasons listed and is included in the student handbook. A plan for communicating with the parents is included.
Discipline	Describe the school's disciplinary procedures, including the procedure by which students may be suspended, expelled and reenrolled.			
	The school has provided some information about student discipline including suspension and expulsion.	The school has provided information about student discipline; however, information about expulsion or suspension is insufficient or	The school's discipline procedures are clearly outlined. The school's climate is designed to minimize discipline issues, and include preventative actions for suspension and expulsion.	The school's discipline procedures are clearly outlined. The procedures align with the school's mission and vision and encourage the development of a positive school culture.
	Describe the school's policy for contacting law enforcement and student's parents, legal guardians or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. Include the plan for making the policy available to each student, parent, guardian or custodian.			

	The petition states that a policy will be developed or that the district's policy will be followed. It is unclear if the petitioners understand the expectation or requirements for this issue.	The policy for contacting law enforcement and parents is vague or incomplete, as is the plan for providing it to students and parents.	The policy for contacting law enforcement and parents realistic and implementable. The policy will be accessible for all patrons.	The policy for contacting law enforcement is realistic and implementable. It was developed with input from multiple groups and will be available for all patrons.
Health and Safety	Describe the procedures the school will follow to ensure the health and safety of students and staff.			
	Health and safety procedures are provided, but incomplete.	General procedures are outlined. It is unclear how they will be integrated into the school climate.	The school climate is designed to ensure the health and safety of the students and staff. Specific procedures are detailed in the petition.	The school climate is clearly defined and follows best practices or research based methods for creating safe schools.
	Describe the school's policy for a suicide prevention plan.			
	The petition states that a policy will be developed or that the district's policy will be followed. It is unclear if the petitioners understand the expectations or requirements.	The petition includes a rough plan that is not well defined.	The petition includes the school's policy and plan for suicide prevention, intervention, and postvention. Key staff roles are identified in the plan.	A comprehensive plan is outlined. The plan follows best practices and involves district and community experts as applicable. Related policies are included in the petition.
Internet Use Policy	Describe the school's policy for Internet access and use and provisions for parental permission related to student Internet use.			
	The petition states that a policy will be developed or that the district's policy will be followed. It is unclear if the petitioners understand the requirements of this law.	The Internet access policy is outlined,	A realistic and enforceable policy regarding Internet access is described. Parent permission is addressed in the policy.	A copy of the Internet access and use policy is included. The policy is realistic and enforceable. Parent permission is addressed.
Student Handbook	Include a student handbook that describes the school rules. Also include the procedure for ensuring a student's parent or guardian has access to the handbook.			
	The student handbook is included but is incomplete. It is difficult to determine the petitioners understanding of student policies.		A copy of the student handbook is included with the petition. The procedure for access to the handbook is explained.	A thorough handbook is included with the petition. Access for parents/guardians is explained. Access includes electronic methods as well as paper copies.
Evaluation	Evaluator Comments and Questions			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Meeting and/or interview			
	Strengths:			
	Concerns and Questions:			
Overall Ranking: The application reviewer provides an overall score for this application component.				

Possible questions for review team to ask the petitioners:

- Describe the school culture.
- Explain the development of the discipline policies.
- How have parents, beyond the founders, been involved in the development of student policies?
- Will uniforms be required?

Tab 8: Business plan, Transportation, School Lunch				
Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets – 3	Exceeds – 4
Business Description	A detailed business plan including: Business description			
	The business description is not included.	The business description is vague and does not address both the non-profit corporation and the public school concerns.	A clear well thought out business description is included and addresses the non-profit corporation and public school aspects of the business.	The business description is thorough and well thought out. It addresses the non-profit corporation/public entity concerns. It clearly addresses the challenges facing the entity.
Marketing Plan	A detailed business plan including: Marketing plan			
	The marketing plan is non-existent.	The marketing plan is vague or only addresses enrollment opportunities.	A comprehensive marketing plan is included.	The comprehensive marketing plan extends beyond the initial year. It includes opportunities for partnerships and engages the community with the school.
Resumes	A detailed business plan including: Resumes of the directors of the nonprofit corporation and current board Note: Information regarding board makeup is addressed in the Governance section.			
	Resumes are not included.	Only the current board members are resumes are included.	Resumes are included the board of directors of the non-profit and the current board members.	Resumes are included and are comprehensive
Financial Plan, Policies	A detailed business plan including: School’s financial plan, Start-up budget with assumptions form Three year operating budget form – in the IFARMS format, First year month-by-month cash flow form.			
	The budget is based on realistic revenue and expenditures for a period of 3 years. The school budget details are based on valid assumptions, and enable the school’s mission to be realized.			
	The school does not describe or address the development of financial policies.	The plan to develop financial policies or existing policies are deficient or out of compliance.	Financial oversight plans or intent of policies are described in the narrative, and show proper fiscal oversight.	All financial policies are included in the appendices, and provide fiscally responsible oversight.
	There is no process for evaluating expenditures.	An evaluation process is described for evaluating expenditures against need; however, it is not clear if the evaluation includes mission alignment or how changes will be made based on the evaluation.	An evaluation process is described for evaluating expenditures against needs and mission alignment, and making changes based on this analysis.	An in depth evaluation process of financial spending decisions are based on a data-driven needs assessment, and mission alignment, and is included in the appendices.
The school does not address the purchasing procedures at the school.	The school indicates that spending decisions will be regulated, however a clear description of the hierarchy and process is not provided.	The school provides a clear description of the spending decision hierarchy at the school, and a general description of the process.	The school provides a clear description of the spending decision hierarchy, spending procedures, and the process that is involved in making purchases.	

	The school does not follow generally accepted accounting practices and does not have any description of internal policies or controls.	There is a plan to set the budget according to the IFARMS format, but that is not reflected in the budget attachment.	The budget is set up according to the basic IFARMS format.	The budget is set up according to the IFARMS format.
	The school's organizational structure does not provide enough support to conduct business services.	There is a plan to hire staff or a consultant to oversee the business services office, but no qualifications or responsibilities are provided.	Job qualifications and responsibilities for the business services office are listed in the narrative.	Job descriptions and qualifications for the business services office are included for key areas.
Budget Assumptions	A budget is included with very little information as to what the assumptions are based on, or the budget does not balance.	A 3-year budget is included with little information as to what the assumptions are based on. It cannot be determined if the budget balances.	A 3-year balanced budget is included.	A 3-year balanced budget is included along with a cash flow chart for the first year of operation.
	Little or no detail is provided in the budget narrative.	A limited budget narrative explanation is provided. There is minimal connection to the school's mission and focus.	Budget narrative explains basic assumptions, how those were determined from reliable sources, and what budget changes will be made if actual enrollment does not meet projections.	Budget narrative clearly explains detailed assumptions and how they were obtained from reliable sources, and include a description of what budget changes will be made if actual enrollment does not meet projections.
	There is no connection of the budget to the school's mission and focus.	The budget and content in sections of the charter application don't always match.	Spending priorities align with the school's mission, curriculum, and plan for growth, and the budget clearly reflects the school plan described.	Spending priorities align with the school's mission, curriculum, professional development, and plan for growth, and the budget clearly reflects the school plan described throughout the application to include support services such as Professional Development, and the facility needs.
Financial Plan – Long term	No long term planning is evident.	The school has developed an inconsistent plan that includes plans to pursue some fundraising to meet their growth needs.	The school has developed a fundraising plan and strategies that identify specific grantors, fundraising groups and areas of support.	The school has developed a fundraising plan and strategies which actively identifies grantors, involves different constituencies and diverse revenue sources.
	Projected growth is not adequate to meet long range plans, or is not realistic.	Projected growth may not be adequate to meet long range plans, or may not be realistic.	Projected growth is adequate to meet long range plans for the chosen school model, staffing and facility needs.	Projected growth is adequate to meet long range plans for the chosen school model, staffing and facility needs. Projections are conservative and are based on realistic data.
Transportation	Describe the school's proposal for transportation services. Note: The budget should reflect estimated costs.			
	The school has not provided a description of whether and how student transportation needs will be addressed.	The school has provided a partial description of whether and how student transportation needs will be addressed.	The school has provided a clear description of whether and how student transportation needs will be provided or student needs will be addressed.	The school has provided a clear description of whether and how student transportation services will be provided. The school has established a plan that complies with all state and federal regulations in order to meet student transportation needs.

Transportation	The plan to address the transportation needs of students does not take low-income low achieving students into consideration.	The plan to address the transportation needs of students partially takes low-income low achieving students into consideration.	The plan to address the transportation needs of students takes low-income low achieving students into consideration.	The plan to address the transportation needs of students fully meets needs of low-income low achieving students.
	The school budget does not reflect costs for addressing student transportation needs.	The school budget reflects the costs for addressing student transportation needs; however, the costs are either unreasonable or insufficient to address the school's plan.	The school budget reflects reasonable costs associated with implementing the schools plan to address student transportation needs.	The school budget reflects reasonable costs associated with implementing the schools plan to address student transportation needs and are based on written quotes.
Food Services	Describe the school's proposal for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made			
	The school has not provided a description of whether and how student food service needs will be addressed.	The school has provided a partial description of whether and how student food service needs will be addressed.	The school has provided a clear description of whether and how student food service needs will be provided or student needs will be addressed.	The school has provided a clear description of whether and how student food service services will be provided. The school has established a plan that complies with all state and federal regulations.
	The plan to address the food service needs of students does not take low-income low achieving students into consideration.	The plan to address the food service needs of students partially takes low-income low achieving students into consideration.	The plan to address the food service needs of students takes low-income low achieving students into consideration. Methods for determining eligibility are realistic and implementable	The plan to address the food service needs of students fully meets needs of low-income low achieving students.
	The school budget does not reflect costs for addressing student food service needs.	The school budget reflects the costs for addressing student food service needs; however, the costs are either unreasonable or insufficient to address the school's plan.	The school budget reflects reasonable costs associated with implementing the schools plan to address student food service needs.	The school budget reflects reasonable costs associated with implementing the schools plan to address student food service needs and are based on written quotes.
Evaluation	Evaluator Comments and Questions			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Meeting and/or interview			
	Strengths:			
Concerns and Questions:				
Overall Ranking:				
The application reviewer provides an overall score for this application component.				

Possible questions for review team to ask the petitioners:

- Review the budget for us.
- Why do you feel it is realistic?

- What assumption you have used in the budget? For example, have materials or services been donated, what grant money have you included?
- What other charter school budgets have you reviewed? Do those schools have similar student populations and programs as the school?
- What adjustments can you make in the budget if you don't meet the expected enrollment?

Tab 9: Business Arrangements, Community Involvement, School Closure.

Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets – 3	Exceeds – 4
Purchased Services	Describe any potential or current business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations. This includes curriculum, special education, transportation, food service, legal, and accounting.			
	No information is provided as to what services will be purchased or contracted.	Limited information is provided as to what services will be purchased or contracted.	A list of services that will be contracted out is listed. For key partnerships, a description of services to be provided is included.	Specific purchased services are listed, and an agreement for each key partnership is included in the appendices
	Community partnerships are not addressed in the petition.	Community partnerships are discussed in the petition, but not in this section.	Partnerships discussed in the petition with community organizations are included. Agreements and/or letters of support are provided.	Comprehensive plans for community partnerships are included in the petition. Letters of commitment for partners are included in the petition.
Termination	Describe the school's plan for termination of the charter by the board of directors, to include:			
	<ul style="list-style-type: none"> • Identification of who is responsible for dissolution of the charter school; • A description of how payment to creditors will be handled; • A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and • A plan for the disposal of the public charter school's assets, including those purchased with Federal funds. • A procedure for transferring personnel records to the employees. 			
	The dissolution plans are vague and/or incomplete.	General plans for dissolution are included in the petition.	Plan for termination is detailed and includes who is responsible for the dissolution.	A comprehensive plan is included. Specific individuals/positions are assigned to each task associated with the dissolution process.
	Payment for creditors is vaguely addressed.	Payment for creditors is generally addressed, not priorities are given.	Payment for creditors is addressed and includes a list of priorities for payment – if allowed by law.	Payment for creditors is outlined and includes specific timelines and priorities.
	No mention of the final financial audit is included.	Final financial audit is vaguely addressed with other financial concerns.	Final financial audit requirements are addressed.	Final financial audit is addressed and plans for payment and submission.
	Long term record storage is not addressed in the plans.	Long term record storage plans are unclear.	Termination plans address long-term storage of records to meet applicable laws.	Long-term storage of records is addressed and includes secure methods for handling and storage.
	Plans for student record transfer and notification are incomplete.	Student record notification and transfer is vaguely addressed.	Student record notification and transfer is clearly addressed.	Student record notification and transfer plan is realistic and includes plans for long term storage as needed.
Personnel records are not addressed	Plan for personnel records is vague.	Plan for transferring personnel records is clearly addressed.	Plans for transferring personnel records are realistic, includes timelines and also addresses the final W-2 and tax statements.	

	Assets will all be sold to cover the creditor's claims. There is no distinction between those purchased with Federal funds and other funds.	Plans for disposal of assets are unclear or incomplete.	Disposal of assets follow state and federal guidelines.	Disposal of assets include specific plans for items purchased with federal funds, donations, and state funds.
Evaluation	Evaluator Comments and Questions			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Meeting and/or interview			
	Strengths:			
Concerns and Questions:				
Overall Ranking: The application reviewer provides an overall score for this application component.				

Possible questions for review team to ask the petitioners:

- Describe any plans you have for contracting services such as financial, transportation, lunch, special education, counseling, or building maintenance.
- Have you contacted the entities with whom you plan to contract?
- Describe any financial support of the community for this school.
- Do you have letters of commitment?
- No one starts a charter school with the intent to close it, describe any conversations the team has had regarding this possibility and how it will be handled.

Other items: The following items are not required by state law; however they are items that are quality indicators for charter schools.				
Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets – 3	Exceeds – 4
Student Population	The school has provided a clear description of the target student population and has demonstrated not only a sufficient interest in the school, but also a sufficient demand for the school model. Aggregate data for prospective students is provided.			
	The targeted student population is not described.	The targeted student population is not clearly described.	The school has clearly described the targeted student population.	The school has clearly described the targeted student population and has provided aggregate student population projections based on demographic data provided by the authorizer.

	There is no discussion or description of interest or demand for the school.	The school has not sufficiently demonstrated an interest in or demand for the school.	The school has sufficiently demonstrated an interest in or demand for the school.	The school has sufficiently demonstrated an interest in or demand for the school and has provided aggregate demographic data for families interested in enrolling in the school.
Community	The school demonstrates community support for the proposed program through community partnerships, business relationships, and resource agreements.			
	There is no evidence of support for the school.	The school has provided limited evidence of community support for the school.	The school has provided sufficient evidence of community support for the school.	The school has provided sufficient evidence of community support for the school and evidence is provided as attachments to the application (letters of support, contractual agreements, etc.).
	The school has not developed community partnerships.	The school has developed at least one community partnership, however a description of the partnership is not provided.	The school has developed community partnerships and has provided a clear description of the nature of each partnership.	The school has developed community partnerships and has provided a clear description of the nature of each partnership. Evidence is provided as attachments to the application.
Outreach	The school clearly describes all community outreach activities designed to reach a broad audience.			
	The school has not provided a description of outreach activities or has not conducted any community outreach.	The school has provided a description of outreach activities; however, outreach activities may not reach a broad audience.	The school has provided a full description of all outreach activities and future outreach plans. Outreach activities are designed to reach a broad audience.	The school has provided a full description of all outreach activities and future outreach plans. Outreach activities are designed to reach a broad audience. Evidence of outreach activities is provided as an attachment to the application.
	The outreach activities of the school do not ensure an equal opportunity to enroll.	The outreach activities of the school may not be sufficient to ensure an equal opportunity to enroll.	The outreach activities of the school are sufficient to ensure an equal opportunity to enroll.	The outreach activities of the school are sufficient. An equal opportunity to enroll is evident in statements of intent to enroll and the enrollment procedures for the school. A sample of the Intent to Enroll form is included as an attachment.
School Development	Outreach activities have resulted in a strong community including supporting parents from a wide range of backgrounds working to develop the school.			
	There has been little or no parent and community involvement in the concept for the school or the development of the school.	The school demonstrates some parent and community involvement in the concept for the school and the development of the school.	The school demonstrates parent and community involvement in the concept for the school and the development of the school.	There is strong evidence to demonstrate parent and community involvement in all phases of the schools development.
	The school has provided little or no description or evidence of support from the larger community.	The school has stated that the larger community's interests were considered in the development of the school; however, evidence of support from the community is limited.	The school has provided evidence that the school reflects the larger community's interest and evidence of support from the community in the form of letters of support.	The school has provided evidence that the school reflects the larger community's interest and evidence of support from the community in the form of letters of support, letters of intent, and contractual partnerships.

	The school has provided little or no information about volunteer requirements or opportunities.	The school has provided a limited description of the volunteer requirements and opportunities; however, it is apparent that volunteers play a significant role at the school.	The school has clearly described the volunteer requirements and opportunities at the school.	The school has clearly described the volunteer requirements and opportunities at the school. Evidence of a large volunteer pool is provided along with exemplary practices in recruiting and retaining volunteers.
Communication	Communication with the parent community is a priority and information is provided to a diverse audience.			
	The school does not distribute information about school operation, implementation, and progress.	The school distributes some information about school operation, implementation, and progress to a limited audience.	The school distributes information about school operation, implementation, and progress to an established parent community.	The school regularly distributes and makes widely available information about school operation, implementation, and progress to an established parent community and other interested parties.
	The school has not attempted to communicate with at-risk families.	The school has engaged in some strategies for communicating with at-risk families.	The school has engaged in specific strategies for communicating with at-risk families and families who might not be aware of the school.	The school has engaged in specific strategies for communicating with at-risk families and families who might not be aware of the school. Evidence of interest in the school reflects that communication efforts have been successful.
Evaluation	Evaluator Comments and Questions			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Meeting and/or interview			
	Strengths:			
Concerns and Questions:				

Overall Assessment	
This section gives the application reviewer an opportunity to provide general feedback about their overall impression of the charter school application.	
Evaluation	Evaluator Comments and Questions
	Written Proposal
	Strengths:

	Concerns and Questions:
	Meeting and/or interview
	Strengths:
	Concerns and Questions:
Overall Ranking: The application reviewer provides an overall score for this application component.	

