

NEW CHARTER SCHOOL APPLICATION EVALUATION RUBRIC

For Schools Opening in the 2026-2027 School Year

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Maine Charter School Commission

www.Maine.gov/csc

Maine Charter School Commission

Mailing Address

182 State House Station

Augusta, ME 04333-0182

Email: MCSC@maine.gov

Visit our website at: www.maine.gov/csc

Physical Address

111 Sewall Street

Augusta, ME 04330

For more information about the contents of this document, please contact:

Lana Ewing,

Executive Director

Email:

Lana.Ewing@maine.gov

Phone: 207-446-8898

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Maine Charter School Commission
Attn: Executive Director
182 State House Station, Augusta, ME 04333-0182

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ABOUT THIS DOCUMENT

Introduction

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

- During Initial Evaluations
- During Application Evaluator calls and meetings
- During Capacity Interviews
- During Final Evaluations

The criteria and several indicators of quality are provided for each section of the application. A proposal that sufficiently addresses the section will score either a “Meets” or “Exceeds” for that section. It should be noted that an application scoring an “Exceeds” is exemplary and exceeds the expectations of reviewers.

An application scoring a “Approaching” on a section would only partially meet the expectation, and scoring a “Does Not Meet” signifies that the application does not meet the expectation.

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

It should be understood that opening and maintaining a successful, high-performing charter school depends on having a complete, coherent plan and identifying highly capable individuals to execute that plan. It is not an endeavor for which strengths in some areas can compensate for material weaknesses in others.

Before being assigned to evaluators, proposals will have already been reviewed for completeness by Maine Charter School Commission staff. For this reason, Category 1: General Information will not be evaluated as a part of the *Rubric*, as its contents are administrative in nature.

Rating Characteristics

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

Exceeds

Thorough, compelling, sophisticated understanding of the concept.

Meets

Clear and complete response to all aspects, demonstrates capacity.

Approaching

Partial, insufficient details, some capacity.

Does Not Meet

Provides little or no evidence of capacity or understanding.

CATEGORY 2: EXECUTIVE SUMMARY

Section 1: Executive Summary					
	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Why?	The applicant provides little to no evidence to explain why they are seeking to open a public charter school and what problem they are addressing by starting the school.	The applicant provides some evidence to explain why they are seeking to open a public charter school and what problem they are addressing by starting the school.	The applicant clearly explains why they are seeking to open a public charter school and what problem they are addressing by starting the school.	The applicant provides compelling evidence that explains why they are seeking to open a public charter school and what problem they are addressing by starting the school.	
Executive Summary	The applicant does not provide the following in totality: grade-levels and number of students to be served by the school, the relevant experience of the school's founders, a high-level overview of the educational approach and key design elements of the school.	The applicant clearly states some, but not all of the following: grade-levels and number of students to be served by the school, the relevant experience of the school's founders, a high-level overview of the educational approach and key design elements of the school.	The applicant clearly explains the following: grade-levels and number of students to be served by the school, the relevant experience of the school's founders, a high-level overview of the educational approach and key design elements of the school.	The application provides comprehensive evidence that clearly explains: grade-levels and number of students to be served by the school, the relevant experience of the school's founders, a high-level overview of the educational approach and key design elements of the school.	
Geographic Location	The applicant has provided little to no description of the geographic location of the school, and/or the rationale for selecting the school location, grade levels served, and student body; and identified any enrollment priorities the school intends to employ, and has not demonstrated an understanding of the applicable restrictions on enrollment eligibility and selection.	The description of the geographic location of the school, the rationale for selecting the school location, grade levels served, and student body; and identified any enrollment priorities the school intends to employ is insufficient in detail, and/or inconsistent with applicable restrictions on enrollment eligibility and selection.	The applicant has completely described the geographic location of the school, the rationale for selecting the school location, grade levels served, and student body; and identified any enrollment priorities the school intends to employ, and is consistent with applicable restrictions on enrollment eligibility and selection.	The applicant has provided abundant and comprehensive evidence to support the geographic location of the school, the rationale for selecting the school location, grade levels served, and student body; and identified any enrollment priorities the school intends to employ, and is consistent with applicable restrictions on enrollment eligibility and selection.	
Request for Additional Planning Year	If the applicant has requested to delay opening their school for one year, the applicant has provided little to no rationale for this request and has provided little or no description of the circumstances surrounding the proposed delay in opening the school.	If the applicant has requested to delay opening their school for one year, the applicant has provided a vague and limited rationale for this request and/or description of the circumstances surrounding the proposed delay in opening the school.	If the applicant has requested to delay opening their school for one year, the applicant has provided a rationale for this request and has described the circumstances surrounding the proposed delay in opening the school.	If the applicant has requested to delay opening their school for one year, the applicant has provided a strong rationale for this request and has described compelling circumstances surrounding the proposed delay in opening the school.	

Overall	Overall, the applicant has provided little or no summary of the school program (grade-levels and number of students to be served by the school, the relevant experience of the school's founders, a high-level overview of the educational approach and key design elements of the school), geographic location and/or request for an additional planning year if applicable.	Overall, the applicant has insufficiently summarized the school program (grade-levels and number of students to be served by the school, the relevant experience of the school's founders, a high-level overview of the educational approach and key design elements of the school), geographic location and/or request for an additional planning year if applicable.	Overall, the applicant has included a strong summary of the school program (grade-levels and number of students to be served by the school, the relevant experience of the school's founders, a high-level overview of the educational approach and key design elements of the school), geographic location and/or request for an additional planning year if applicable.	Overall, the applicant has described a sophisticated summary of the school program (grade-levels and number of students to be served by the school, the relevant experience of the school's founders, a high-level overview of the educational approach and key design elements of the school), geographic location and/or request for an additional planning year if applicable.	
Evaluator: Notes, Strengths and Weaknesses					
Evaluator: Capacity Interview Questions					

CATEGORY 3: MISSION/VISION/STUDENT POPULATION/COMMUNITY ENGAGEMENT

Section 2: Mission/Vision					
	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
School Plan, Mission, Vision, Objectives and Goals	The mission statement has little or no description of the students and community to be served, school goals and objectives, what success will look like, and/or no alignment with Maine charter law and the Commission's stated priorities.	The mission statement insufficiently describes the students and community to be served, school goals and objectives, what success will look like, and/or insufficiently aligns with Maine charter law and the Commission's stated priorities.	<p>The applicant has provided a clear school plan with a description of the students and community to be served, a mission and vision statement, measurable school goals and objectives, what success will look like, and aligns with Maine charter law and the Commission's stated priorities and the objectives are operations and governance focused.</p> <p>Attachment 1 is included citing existing evidence of support from intended students, families and/or community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts.</p>	<p>The applicant has demonstrated a high degree of implementation capacity in it's clear and comprehensive description of the school plan and the students and community to be served, the mission and vision statement, measurable school goals and objectives, what success will look like, and aligns with Maine charter law and the Commission's stated priorities.</p> <p>Attachment 1 includes abundant detail citing existing evidence of support from intended students, families and/or community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts.</p>	
Evaluator: Notes, Strengths and Weaknesses					
Evaluator: Capacity Interview Questions					

Section 3: Student Population/Need & Demand/Community Engagement

	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Educational Needs, Student Population, and Non-Academic Challenges	The application fails to address key criteria; provides little or no evidence of the school's educational need and anticipated student population, and/or the educational need and anticipated student population, and/or a description of how the school will increase opportunities for at-risk students, and/or how the applicant team has assessed demand and/or need for the school with any evidence: of the results of meetings with SAU's and communities, about enrollment, operation, possible collaboration, documentation of local demand and feedback for the proposed educational program.	The application <i>partially</i> outlines the anticipated student population, though it is unclear and provides insufficient detail about the educational need and anticipated student population and/or a description of how the school will increase opportunities for at-risk students and/or how the applicant team has assessed demand and/or need for the school with any evidence of: the results of meetings with SAU's and communities, about enrollment, operation, possible collaboration, documentation of local demand and feedback for the proposed educational program.	The application clearly outlines a description of the proposed student population and the educational needs of the anticipated student population and non-academic challenges the school is likely to encounter, the rationale for the number of students and grade levels served in year one of the attendance projection and the basis for the growth plan in the enrollment attendance projection. There is a description of how the school will increase opportunities for at-risk students and how the applicant team has assessed demand and/or need for the school. Includes discussions with SAU's, communities, stakeholders, public meetings and collaborations about the school's operation and enrollment, with feedback from community/stakeholders for the proposed educational program.	The applicant has convincingly demonstrated a solid understanding of the anticipated student population and capacity to implement the proposed school plan in its description of the proposed student population and the educational needs of the anticipated student population and non-academic challenges the school is likely to encounter, the rationale for the number of students and grade levels served in year one of the attendance projection. There is a description of how the school will increase opportunities for at-risk students and how the applicant team has assessed demand and/or need for the school and the basis for the growth plan in the enrollment attendance projection, and how the applicant team has assessed demand and/or need for the school. Includes evidence that the feedback received from discussions with SAU's, communities, stakeholders and public meetings has been included in the proposed plan.	
Ongoing Community Engagement and Inclusion	The application provides little to no evidence of community engagement. There are no clear descriptions of community stakeholders, strategies used, or how access was made equitable. Community engagement efforts are vague or absent.	The application includes some evidence of community engagement but is limited in scope or depth. There is a basic description of strategies used (e.g., meetings, surveys), but not all community groups or stakeholders are involved or mentioned. Some efforts for equity are made, but they are not fully developed or inclusive.	The application provides clear, detailed evidence of community engagement. It includes descriptions of multiple strategies used to engage various stakeholders, such as public meetings, surveys, outreach efforts, and feedback channels. Engagement strategies are equitable, and attention is given to accessibility for diverse and under-resourced groups, including students with disabilities and English learners.	The application offers abundant, compelling evidence of a robust and inclusive community engagement process. Multiple, varied strategies are described in-depth, with clear evidence that input was sought from a broad range of community stakeholders, including marginalized groups. There is a clear explanation of how engagement was equitable, considering times, locations, languages, and specific needs of the community, with a focus on underrepresented populations. Efforts to collaborate with nearby school administrative units are also thoroughly addressed.	

Need for the Proposed School	The application fails to provide convincing or clear evidence of need for the proposed school. There is little to no data on academic performance, programmatic gaps, access limitations, or enrollment growth. The need for the school is either unaddressed or not well-supported with facts.	The application provides some evidence of need but lacks sufficient detail or clarity. There may be data or references to academic, programmatic, access, or enrollment needs, but the evidence is not fully comprehensive or is not directly linked to the proposed school. Some aspects of the need (e.g., specific academic gaps or enrollment growth) are identified, but others may be underexplored.	The application provides clear and relevant evidence for the need of the proposed school. It addresses at least one or more types of need (academic, programmatic, access, or enrollment) with specific data or analysis. For example, it may highlight academic performance gaps in local schools, a demand for more or different programmatic options, insufficient access to high-quality schools, or enrollment growth in the community. Evidence is well-supported and directly relevant.	The application provides compelling, detailed, and multifaceted evidence of the need for the proposed school. It addresses all relevant types of need (academic, programmatic, access, and enrollment), supported by comprehensive data, comparative analysis, and community input. The evidence demonstrates a strong alignment between the identified needs and the proposed educational model, with a clear explanation of how the new school will fill the gaps and serve the community. The application also offers projections or clear indicators of sustained need in the future.	
Demand for the Proposed School	The application provides little to no evidence of demand for the proposed school. There is no market research, surveys, intent-to-enroll forms, or any other data to suggest that a sufficient number of families are interested in enrolling. The demand is unsubstantiated or not addressed.	The application offers some evidence of demand but is not comprehensive or convincing. There may be some surveys or market research, but they lack depth or specificity. Intent-to-enroll forms or other measures of commitment are mentioned but are not substantial or fully indicative of actual enrollment. The connection between the evidence and the proposed enrollment goals is weak or unclear.	The application provides clear, relevant, and sufficient evidence of demand for the proposed school. This may include objective market research, survey results, intent-to-enroll forms, or other indicators that show a significant number of families are interested in enrolling their children. The evidence demonstrates a clear intent by families to meet the school's enrollment goals.	The application provides compelling, robust evidence of strong demand for the proposed school. Multiple sources of data, such as market research, surveys, intent-to-enroll forms, and expected conversion rates, are presented to show not only current interest but also a high likelihood of actual enrollment. There is a clear and well-supported connection between demand and enrollment goals, with evidence that this demand will be sustained or grow over time.	
Overall	Overall, the applicant has provided little or no description of the educational needs, student Population, and non-academic challenges. There is little or no evidence of community involvement, school need or school demand.	The application offers some description of educational needs, the student population, and non-academic challenges, but the evidence is incomplete or lacks depth. There may be some general statements or limited data, but it is not fully comprehensive. Community involvement or school need is mentioned but not well-supported, and demand is only partially addressed or weakly demonstrated.	The application provides a clear and thorough description of the educational needs, student population, and non-academic challenges. Evidence of community involvement, school need, and demand is present and sufficiently detailed, demonstrating a clear connection between the proposed school and the identified needs. There is a well-supported case for why the school is necessary and how it will serve the community.	The application offers an exceptional, comprehensive analysis of educational needs, the student population, and non-academic challenges. Community involvement is robust and ongoing, with detailed evidence showing strong demand and a deep understanding of the local context. The evidence is compelling and clearly shows how the proposed school will meet these needs, creating a well-supported and impactful vision for the community.	

Evaluator: Notes, Strengths and Weaknesses		
Evaluator: Capacity Interview Questions		

CATEGORY 4: EDUCATIONAL PROGRAM DELIVERY

Section 4: Program Overview					
	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Education Aligned with State Expectations	The application fails to provide a clear or detailed description of how the proposed program will meet the state's expectations for learning. There is no mention of how the program will align with Maine's system of Learning Results or participate in the statewide student assessment system. The description is incomplete or absent.	The application provides some description of how the proposed program will meet the state's expectations for learning, but the details are incomplete or vague. There is a basic understanding of Maine's system of Learning Results, but the specific alignment of the curriculum, instructional methods, or participation in assessments is not fully detailed.	The application provides a clear and detailed description of how the proposed program will align with the state's expectations for learning. The applicant describes how the curriculum will meet the essential academic learning requirements, and how the program will participate in the statewide student assessment system. There is evidence of a clear plan to implement and monitor the alignment with state standards.	The application provides a comprehensive and compelling description of how the proposed program will not only meet, but exceed, the state's expectations for learning. The applicant demonstrates a deep understanding of Maine's system of Learning Results and presents a well-developed plan for aligning curriculum, instruction, and assessment practices with these standards. The plan includes detailed strategies for ensuring ongoing participation and success in the statewide student assessment system.	
Basic Learning Environment	There is little or no description of the basic learning environment and/or reference to class size and structure, and/or mission and vision, or cultural responsiveness.	The description of the basic learning environment is limited and/or only includes some of the required information, and/or is not aligned to the school mission and vision.	The description of the basic learning environment is clear, includes class size and structure, is aligned to the school's mission and vision, and describes evidence that the learning environment is culturally responsive, appropriate and effective for the anticipated students.	The description of the basic learning environment is clear, comprehensive and includes class size and structure, is well aligned to the school's mission and vision, and demonstrates a sophisticated understanding of cultural responsiveness and will be appropriate and effective for the anticipated students.	
Educational Program Terms	There is little or no information regarding the essential design elements of the school model, and/or the applicant has not provided at least three measurable Educational Program Terms.	The essential design elements of the school model and the Educational Program Terms (at least three) lack clarity and/or are not all measurable.	The applicant has provided the essential design elements of the school model, and at least three (no more than five) specific and measurable Educational Program Terms.	The applicant has convincingly and comprehensively summarized the essential design elements of the school model, and provided at least three (no more than five) specific and measurable Educational Program Terms.	

Research Driven Program	Based on its description, the applicant has demonstrated little to no understanding of the research-based and/or other evidence that promises success for this program with the anticipated student population.	The applicant has demonstrated a limited understanding of the research-based and/or other evidence that promises success for this program with the anticipated student population.	The applicant has provided evidence that the Educational Program or essential design elements of the program are based on proven methods and provided evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.	The applicant has provided strong and convincing evidence that the educational program or essential design elements of the program are based on proven methods and provided evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.	
Culturally Responsive Program	The applicant has provided little to no mention of the instructional methods and assessment strategies and/or has provided little to no description of the culturally responsive instructional aspects of the program.	The applicant minimally mentions the instructional methods and/or does not describe in sufficient detail the impact of the culturally responsive instructional aspects of the program on the proposed student population.	The applicant has described the culturally responsive instructional aspects of the educational program.	The applicant has clearly and comprehensively described the culturally responsive instructional aspects of the program and provided strong evidence and a sophisticated understanding of the impact of the culturally responsive aspects of the program on the targeted student population.	
Overall	Overall, the applicant has provided little or no description of its educational program model and/or does not demonstrate an understanding of its educational program terms or design.	Overall, the applicant has insufficiently described its educational program and/or demonstrates a limited understanding of its education program terms and/or design.	Overall, the applicant has described a strong educational program model and demonstrated an understanding of its educational program.	Overall, the applicant has described a sophisticated educational program model with evidence that the education program terms and design elements are based on proven methods, have a sound base in research, theory, and/or experience, and are rigorous, engaging, culturally relevant, and effective for the anticipated student population. There is a high likelihood for success.	
Evaluator: Notes, Strengths and Weaknesses					
Evaluator: Capacity Interview Questions					

Section 5: Curriculum and Instructional Design

	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Curriculum Overview	There is little or no description of school curricula that are aligned to applicable state standards, and/or there is no description of the appropriate course outcomes and/or a scope and sequence.	The description of the school's curricula has partially or insufficiently demonstrated alignment to applicable state standards and/or has not demonstrated appropriate course outcomes, and/or a scope and sequence.	There is an overview of the school's curricula which demonstrates alignment to applicable state standards with the appropriate course outcomes. A sample scope and sequence for one subject in one grade of each division (elementary, middle and high) the school will serve is provided in Attachment 2 .	The description of the school's curricula contains abundant detail to demonstrate strong alignment to applicable state standards, appropriate course outcomes, and a complete and comprehensive scope and sequence is provided in Attachment 2 .	
Curriculum Development	<p>The applicant has provided little to no description of the curricular choices, textbook selection, and the rationale for each, and/or not described the evidence that these curricula will be appropriate and effective for the anticipated student population, and/or has provided little to no description of how the curriculum is vertically and horizontally aligned for all grades the school will serve, and/ or provides little to no evidence that the curriculum is culturally responsive and free of bias (i.e., racial, gender, etc).</p> <p>OR</p> <p>If the applicant plans to develop a curriculum, there is little or no description regarding how the curriculum will be developed.</p>	<p>The applicant has minimally addressed the curricular choices, textbook selection, and the rationale for each, and/or not described the evidence that these curricula will be appropriate and effective for the anticipated student population, and/or not provided a sufficient description of how the curriculum is vertically and horizontally aligned for all grades the school will serve, and/ or provides insufficient evidence that the curriculum is culturally responsive and free of bias (i.e., racial, gender, etc).</p> <p>OR</p> <p>If the applicant plans to develop a curriculum, there is a limited and/or incomplete description regarding how the curriculum will be developed.</p>	<p>The applicant has described the curriculum, summarized the curricular choices such as textbook selection, by subject, and the rationale for each, described the evidence that these curricula will be appropriate and effective for the anticipated student population, and a description of how the curriculum is vertically and horizontally aligned for all grades the school will serve, and/ or provides evidence that the curriculum is culturally responsive and free of bias (i.e., racial, gender, etc).</p> <p>OR</p> <p>If the applicant plans to develop a curriculum, a detailed description regarding how the curriculum will be developed, including who will be responsible and when key stages will be completed and how the curriculum will be vertically and horizontally aligned for all grades the school will serve, and/ or provides evidence that the curriculum is culturally responsive and free of bias (i.e., racial, gender, etc) is provided in Attachment 3.</p>	<p>The applicant has comprehensively described the curriculum and its alignment to the Educational Program Terms, summarized the curricular choices such as textbook selection, by subject, and the rationale for each, and provided a thorough description of how the curriculum is vertically and horizontally aligned for all grades and the anticipated student population the school will serve.</p> <p>OR</p> <p>If the applicant plans to develop a curriculum, a detailed, comprehensive, and well-articulated description regarding how the curriculum will be developed is provided in Attachment 3.</p>	

Instructional Strategies	There is little or no description of the primary instructional strategies, and/or a rationale for why the listed strategies are being used and their cultural responsiveness. And/or the described processes, methods and systems teachers will have for providing differentiated instruction to meet the needs of all students was not addressed.	The description of the primary instructional strategies is limited and/or the rationale for why the listed strategies are being used and/or their cultural responsiveness is insufficient in detail. And/or the described processes, methods and systems teachers will have for providing differentiated instruction to meet the needs of all students is lacking detail.	The applicant has provided a description of the primary instructional strategies, along with a rationale for why the listed strategies are being used and their cultural responsiveness to the anticipated student population, and described the processes, methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.	There is a detailed, sophisticated, and comprehensive description of the primary instructional strategies along with compelling research, or experience-based rationale for why the listed strategies are being used and how they are culturally responsive and responsive to the anticipated student population. There is a comprehensive and relevant description of the processes methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.	
Overall	Overall, The application provides little or no description of the curriculum, curriculum development, and/or instructional strategies. There is no clear plan for how the curriculum will be developed or implemented, and instructional strategies are either not mentioned or inadequately described.	The application provides some description of the curriculum and instructional strategies but lacks sufficient detail or clarity. The curriculum may be mentioned, but the explanation of how it will be developed or the instructional strategies employed is general or vague. There is some recognition of the importance of instructional approaches, but the connection to student outcomes or learning goals is not fully clear.	The application provides a clear, detailed description of the curriculum, curriculum development, and instructional strategies. The curriculum is aligned with educational goals, and the applicant explains how it will be developed, implemented, and evaluated. Instructional strategies are specifically described and linked to the needs of students, ensuring that learning outcomes are supported effectively.	The application provides a comprehensive, well-thought-out description of the curriculum, curriculum development process, and instructional strategies. The curriculum development process is deeply aligned with state standards and tailored to student needs. The applicant demonstrates an understanding of how to adapt instructional strategies to various learning styles, and provides detailed examples of how those strategies will lead to measurable student success. The plan includes methods for continuous evaluation and improvement.	
Evaluator: Notes, Strengths and Weaknesses					
Evaluator: Capacity Interview Questions					

Section 6: Assessment and Data

	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Interim Assessments	The applicant has provided little or no information regarding the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year, in addition to all mandatory State and Commission assessments, and/or provided little to no explanation of how these interim assessments align with the school's educational program, performance goals, and state standards.	The applicant has provided a limited description of the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year, in addition to all mandatory state Assessments and Commission, and/or provided an insufficient explanation of how these interim assessments align with the school's educational program, performance goals, and state standards, though there is insufficient detail to determine the reliability and appropriateness of these assessments and/or their alignment to the proposed program.	The applicant has identified the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year, in addition to all mandatory state assessments and Commission, and provided an explanation of how these interim assessments align with the school's educational program, performance goals, and state standards.	The applicant has clearly and comprehensively identified the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year, in addition to all mandatory state assessments and Commission, and provided a sophisticated explanation of how these interim assessments align with the school's educational program, performance goals, and state standards.	
Academic Progress	There is little to no description of how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.	The description of how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract, is lacking in sufficient detail to determine the potential for implementation.	There is a detailed description of how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.	There is a compelling and convincing description of how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.	
Data Analysis and Management	There is little or no description of how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.	There is a description of how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and/or report the data to the school community, though it is vague, unclear and lacks sufficient detail.	There is a description of how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.	The applicant provided a clear and comprehensive description of how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.	

Responsible Parties	The applicant provided little or no information regarding the individual or position responsible for managing the data, including collection, disaggregation, and analysis with and for classroom teachers, and leading or coordinating professional development to improve student achievement.	It is unclear which individual or position will be responsible for managing the data, including collection, disaggregation, and analysis with and for classroom teachers, and leading or coordinating professional development to improve student achievement.	The applicant has identified the individual or position responsible for managing the data, including collection, disaggregation, and analysis with and for classroom teachers, and leading or coordinating professional development to improve student achievement.	The applicant identified an experienced and knowledgeable individual responsible for managing the data, including collection, disaggregation, and analysis with and for classroom teachers, and leading or coordinating professional development to improve student achievement.	
Overall	The application provides little or no description of school accountability or the methods for assessing academic and organizational effectiveness. There is no clear plan for how the school will measure or improve its performance, or how accountability will be maintained. The application lacks a deep understanding of the importance of assessment and continuous improvement.	The application provides some description of school accountability and effectiveness, but the details are vague or incomplete. There is some recognition of the need for assessment and monitoring, but the strategies for measuring academic and organizational effectiveness are not fully detailed or aligned with clear goals. The application may mention frameworks but does not provide a comprehensive or structured plan.	The application provides a clear and detailed description of school accountability mechanisms. The applicant explains how academic and organizational effectiveness will be measured and monitored, including specific assessment tools and strategies. There is a clear understanding of the role of assessments in improving student outcomes and ensuring continuous organizational growth.	The application demonstrates a thorough understanding of school accountability. The description is comprehensive and detailed, with a strong focus on academic and organizational effectiveness. The applicant provides specific, well-supported strategies for how the school will use performance data and assessments to drive improvement. There is clear evidence of a robust capacity for ongoing evaluation, analysis, and refinement to ensure that both academic and organizational goals are met. The plan demonstrates a high level of assessment literacy and a clear vision for continuous growth and achievement.	
Evaluator: Notes, Strengths and Weaknesses					
Evaluator: Capacity Interview Questions					

Section 7: Student Performance Standards

	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Student Performance Standards	There is little or no description of the student performance standards for the school as a whole.	There is a description of the student performance standards for the school as a whole, though, the description does not address all grades and is limited in detail.	There is a description of the student performance standards for the school as a whole and they are aligned with state standards.	There is a comprehensive description of the student performance standards for the school as a whole. The clear alignment of the standards to the educational program and essential design elements further demonstrate the applicant's thorough understanding of performance standards and capacity to implement high standards for student success.	
Academic Standards Beyond State Standards	If the applicant plans to adopt or develop additional academic expectations beyond the state standards, there is little or no explanation and/or rationale of the expectations (e.g. content areas, grade levels).	If the applicant plans to adopt or develop additional academic expectations beyond the state standards, there is a minimal and/or limited explanation and/or rationale for the expectations (e.g. content areas, grade levels).	If the applicant plans to adopt or develop additional academic expectations beyond the state standards, a clear explanation and rationale of the expectations (e.g. content areas, grade levels) is provided.	If the applicant plans to adopt or develop additional academic expectations beyond the state standards, there is a clear, comprehensive and compelling explanation and rationale of the expectations (e.g. content areas, grade levels) and alignment to the educational program is provided.	
Grade Promotion	The applicant has insufficiently or not addressed policies, standards, and/or expectations for promoting students from one grade to the next, and/or a plan for clearly communicating these criteria to staff, students, and families.	The applicant has mentioned the policies, standards, and expectations for promoting students from one grade to the next and that they are based on research and/or best practices, a plan for communicating these criteria to staff, students, and families is included, though said policies, standards and plan are limited and have insufficient detail and description.	The proposed policies, standards, and expectations for promoting students from one grade to the next are based on research and/or best practices and there is a culturally responsive plan for clearly communicating these criteria to staff, students, and families.	The proposed policies, standards, and expectations for promoting students from one grade to the next are based on research and/or best practices, demonstrate high standards for students and are well aligned to the school's education program, mission and vision. The applicant has provided a strong culturally responsive plan for clearly communicating these criteria to staff, students, and families.	
Exit Standards	The applicant has provided little to no description of the school's exit standards for graduating students, it is unclear what students in the last grade served must know and be able to do to meet or exceed all state grade level expectations (Attachment 4).	The applicant has provided the school's exit standards for graduating students, though it is not clear what students in the last grade served will know and be able to do to meet or exceed all state grade level expectations, and/or the applicant has demonstrated a weak understanding of exit standards (Attachment 4).	The applicant has provided the school's exit standards for graduating students (Attachment 4) which clearly set forth what students in the last grade served will know and be able to do, and meet or exceed all state grade level expectations.	The applicant has provided the school's exit standards for graduating students (Attachment 4) which clearly set forth what students in the last grade served will know and be able to do, and meet or exceed all state grade level expectations.	

High School Only: Exit Standards	There is little or no description of how the school will meet the requirements described in Attachment 4 , and/or little or no explanation of how students will earn credit hours, how grade-point averages will be calculated, how standards and requirements would be met to receive a proficiency- based diploma, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, there is not an explanation of the additional requirements.	There is a limited description with insufficient detail on how the school will meet the requirements described in Attachment 4 , along with an explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, how standards and requirements would be met to receive a proficiency- based diploma, and what elective courses will be offered; and if graduation requirements for the school will exceed state standards, an explanation of the additional requirements was minimally described.	There is a description of how the school will meet the requirements described in Attachment 4 , along with an explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, how standards and requirements would be met to receive a proficiency- based diploma, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, there is an explanation of the additional requirements.	There is a clear and comprehensive description of how the school will meet the requirements described in Attachment 4 , along with a strong explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, how standards and requirements would be met to receive a proficiency- based diploma, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, there is an explanation of the additional requirements.	
High School Only: Career/College Readiness	There is little or no explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, industry certificate, military service, or entering the workforce).	The explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, industry certificate, military service, or entering the workforce) lacks clarity and sufficient detail.	There is an explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, industry certificate, military service, or entering the workforce).	There is a clear and convincing description of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, industry certificate, military service, or entering the workforce).	
High School Only: Dropout Prevention	There is little or no explanation of the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.	There is a limited or insufficient explanation of the systems and structures the school will implement for serving students at risk of dropping out and/or not meeting the proposed graduation requirements.	There is a clear description of the systems and structures the school will implement for serving students at risk of dropping out and/or not meeting the proposed graduation requirements.	There is a thorough and sophisticated description of the systems and structures used for students at risk of dropping out and/or not meeting graduation requirements, which demonstrates a strong understanding of at-risk student needs and a high potential for student success.	
Overall	The application provides little or no description of academic standards, grade-level promotion, or exit standards. There is no clear plan for how students will progress through grade levels or meet exit requirements. In cases where high school is proposed, there is little to no mention of college/career readiness, dropout prevention, or the exit standards students must meet to graduate.	The application provides some description of academic standards, grade-level promotion, and exit standards, but the details are not fully developed or clear. The plan may mention general academic standards and promotion criteria, but lacks specific, measurable goals or clarity about how students will meet these expectations. If a high school is proposed, the exit standards and college/career readiness strategies are only briefly mentioned or	The application provides a clear and detailed description of academic standards, grade-level promotion, and exit standards. There is a specific explanation of how students will progress through grade levels and meet academic requirements. The applicant provides a plan for how students will meet exit standards, including college and career readiness in the case of high school, as well as strategies for dropout prevention.	The application provides a comprehensive and compelling description of academic standards, grade-level promotion, and exit standards. The plan is detailed, with specific, measurable goals for student progression and academic achievement. For high school, the exit standards are clearly aligned with rigorous college and career readiness requirements, and there is a well-developed strategy for dropout prevention. The application also outlines how the school will monitor,	

		underdeveloped.		support, and ensure student success through to graduation.	
Evaluator: Notes, Strengths and Weaknesses					
Evaluator: Capacity Interview Questions					

Section 8: School Calendar and Schedule

	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Annual Academic Schedule	There is little or no description of the annual academic schedule for the school, how the calendar reflects the needs of the educational program and meets Maine's minimum instructional requirements, the hours per day, and allocation of time for core and supplemental instruction, extra-curricular and after school activities, as applicable, and how a snow-day make-up program, if proposed to be used by the school, will work and be as comparable to a normal school day. The school's proposed calendar for the first year of operation does not include the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days (Attachment 5).	There is a description of the annual academic schedule for the school, though it does not clearly explain and/or demonstrate how the calendar reflects the needs of the educational program and meets Maine's minimum instructional requirements, the hours per day, and allocation of time for core and supplemental instruction, extra-curricular and after school activities, as applicable, and how a snow-day make-up program, if proposed to be used by the school, will work and be as comparable to a normal school day. The school's proposed calendar for the first year of operation lacks sufficient detail regarding the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days (Attachment 5).	There is a clear description of the annual academic schedule for the school which explains and demonstrates how the calendar reflects the needs of the educational program and meets Maine minimum instructional Requirements, the hours per day, and allocation of time for core and supplemental instruction, extra-curricular and after school activities, as applicable, and how a snow-day make-up program, if proposed to be used by the school, will work and be as comparable to a normal school day. The school's proposed calendar for the first year of operation includes the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days (Attachment 5).	There is a clear and compelling description of the annual academic schedule for the school which explains and demonstrates how the calendar reflects the needs of the educational program and meets or exceeds Maine's minimum instructional requirements, the hours per day, and allocation of time for core and supplemental instruction, extra-curricular and after school activities, as applicable, and how a snow-day make-up program, if proposed to be used by the school, will work and be as comparable to a normal school day. The school's proposed calendar for the first year of operation includes the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days (Attachment 5).	

Daily and Weekly Schedule	<p>The applicant has provided little or no evidence regarding the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects, and/or there is little or no explanation on how the school's daily and weekly schedule will be optimal for student learning.</p> <p>Attachment 5 is missing or incomplete.</p>	<p>The applicant has provided limited and insufficient detail regarding the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, the start and dismissal times. There is a minimal explanation why the school's daily and weekly schedule will be optimal for student learning. The minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade has been provided along with a sample daily and weekly schedule for each division of the school (Attachment 5), though the applicant has demonstrated a limited or incomplete understanding of the instructional time necessary for optimal student learning.</p>	<p>The applicant describes the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, and the start and dismissal times. There is an explanation why the school's daily and weekly schedule will be optimal for student learning. The minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade has been provided along with a sample daily and weekly schedule for each division of the school (Attachment 5).</p>	<p>The applicant has comprehensively described the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, and the start and dismissal times. There is a strong and sophisticated explanation as to why the school's daily and weekly schedule will be optimal for student learning. The minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade has been provided along with a realistic and compelling sample daily and weekly schedule for each division of the school (Attachment 5). Overall, the applicant has provided exceptional evidence of a compelling daily and annual school schedule that will lead to optimal learning.</p>	
Overall	<p>The application provides little or no description of the annual academic schedule or the daily/weekly schedules. There is no clear outline of how the academic year will be structured or how the school day/week will be organized.</p>	<p>The application provides a basic description of the annual academic schedule and/or daily/weekly schedules, but the details are incomplete or unclear. The structure is vague, and there may be no clear outline of instructional time, subject allocations, or key activities.</p>	<p>The application provides a clear, detailed description of the annual academic schedule and the daily/weekly schedules. It includes a breakdown of instructional time, subject areas, and scheduled activities. The schedules are aligned with educational goals, and time is effectively allocated for core academic subjects.</p>	<p>The application provides a comprehensive and well-structured description of both the annual academic schedule and the daily/weekly schedules. The schedules are highly detailed, with clear breakdowns of instructional time, subject allocations, assessments, breaks, and extracurricular activities. There is evidence that the schedules are designed to optimize student learning and well-being.</p>	
Evaluator: Notes, Strengths and Weaknesses					

Evaluator: Capacity Interview Questions		
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Section 9: School Culture and Discipline Policy					
	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Culture of the School	There is little or no description of the culture of the proposed school or an explanation of how it will promote a positive and culturally inclusive academic environment and reinforce student intellectual and social development, respond to and prevent bullying and harassment including the strategies the school will employ to develop and sustain a safe and supportive school climate that supports fulfillment of the educational goals.	The description of the culture of the proposed school lacks sufficient detail as to how it will promote a positive and culturally inclusive academic environment and reinforce student intellectual and social development, respond to and prevent bullying and harassment including the strategies the school will employ to develop and sustain a safe and supportive school climate that supports fulfillment of the educational goals.	There is a description of the culture of the proposed school, explaining how it will promote a positive and culturally inclusive academic environment and reinforce student intellectual and social Development, respond to and prevent bullying and harassment including the strategies the school will employ to develop and sustain a safe and supportive school climate that supports fulfillment of the educational goals.	There is a compelling description of the culture of the proposed school, explaining how it will promote and sustain a positive and culturally inclusive academic environment and reinforce student intellectual and social development. The applicant's description demonstrates a solid understanding and strong capacity to practice cultural inclusiveness. The school has a well-developed plan to respond to and prevent bullying and harassment including the strategies the school will employ to develop and sustain a safe and supportive school climate that supports fulfillment of the educational goals.	
Establishing and Maintaining Culture	There is little or no description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, and/or there is little or no description of a plan for enculturating students who enter the school mid-year.	There is a limited explanation of how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year; demonstrates a limited or incomplete understanding of how to create and implement a positive school culture.	There is a description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year.	There is a well-articulated, comprehensive and compelling description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year.	

Programs and Strategies for Mental, Emotional, and Social Development	The application provides little or no description of programs or strategies for supporting mental, emotional, or social development. There is no mention of how these strategies will be culturally responsive, and no clear plan for addressing student well-being. If other student-focused activities are mentioned, they are not clearly linked to overall student development goals or educational plans.	The application provides a basic description of programs or strategies for mental, emotional, and social development but lacks specific details or clear connections to cultural responsiveness. Some programs or strategies are mentioned, but there is limited explanation of how they will be implemented or how they meet the needs of a diverse student body. Other student-focused activities may be mentioned but are not fully developed or integrated into the broader educational plan.	The application provides a clear and detailed description of specific programs or strategies that will support mental, emotional, and social development. These strategies are clearly aligned with the school's goals for student well-being and are culturally responsive. The applicant describes how these strategies will be implemented and how they will address the needs of diverse students, including underrepresented groups. Other student-focused activities and programs are also described and show clear integration into the school's overall educational and student-development plans.	The application provides a comprehensive, well-thought-out description of programs and strategies for mental, emotional, and social development that are not only culturally responsive but also evidence-based. The strategies are tailored to the specific needs of the student body, with clear, actionable plans for how they will be implemented and evaluated. The applicant demonstrates a deep understanding of how to create a supportive, inclusive school culture. Additionally, other student-focused activities are described in detail, showing a clear connection to overall student development, academic success, and well-being. The integration of these activities into the broader educational plan is thorough, ensuring they support the school's mission and goals.	
Other Student Programming	The applicant has provided little or no description of any other student-focused activities and programs that are integral to the educational and student-development plans, if applicable.	The applicant has minimally or insufficiently described any other student-focused activities and programs that are integral to the educational and student-development plans, if applicable.	If applicable, the applicant has described any other student-focused activities and programs that are integral to the educational and student-development plans.	If applicable, the applicant has described any other student-focused activities and programs that are integral to the educational and student-development plans.	
Cultural Responsiveness	There is little or no explanation for how the school culture will be culturally responsive, take account of and serve all students, including students receiving special education services, English Learners (ELs) and any student at risk of academic failure.	The explanation for how the school culture will be culturally responsive, take account of and serve all students, including students receiving special education services, English Learners (ELs) and any student at risk of academic failure is limited and/or does not provide sufficient detail to determine how the school culture will be responsive to all students.	There is a clear and detailed explanation for how the school culture will be culturally responsive, take account of and serve all students, including students receiving special education services, English Learners (ELs) and any student at risk of academic failure.	The applicant's explanation for how the school culture will be culturally responsive, take account of and serve all students, including receiving special education services, English Learners (ELs) and any student at risk of academic failure clearly demonstrates the applicant's thorough understanding and capacity to ensure cultural inclusiveness and responsiveness for all students.	
Typical School Day (Student)	The application provides little or no description of a typical student experience. There is no clear identification of the feelings a student will leave with at the end of the day, nor is there any explanation of how these feelings are cultivated. The description lacks specificity and does not show a deep understanding of the student	The application offers a basic description of a student's experience during the school day but provides vague or general feelings that a student may leave with. Some examples of activities or school practices may be mentioned, but they are not clearly tied to how the feelings are developed throughout the day. The explanation of how feelings are	The application provides a clear and detailed description of a student's experience during a typical school day. The applicant identifies three specific feelings a student will leave with at the end of the day (e.g., a sense of accomplishment, belonging, or joy). The applicant provides concrete examples of how these feelings are cultivated	The application offers a comprehensive and thoughtful description of the student experience, identifying three specific feelings a student will leave with at the end of the day. The applicant demonstrates a deep understanding of how to create a supportive and positive school culture by explaining how these feelings are intentionally cultivated in	

	experience.	intentionally cultivated is limited or unclear.	throughout the day through specific activities, interactions with staff, or learning experiences.	every aspect of the school day. The response demonstrates a strong focus on fostering emotional well-being alongside academic success.	
Typical School Day (Teacher)	The application provides little or no description of a teacher's experience during the school day. There is no identification of the feelings a teacher will leave with at the end of the day, and no explanation of how these feelings are cultivated. The description is vague or lacks depth.	The application provides a basic description of a teacher's experience and identifies some feelings a teacher may leave with, but the examples are general or unclear. The description may mention how these feelings are cultivated, but the connection to specific activities or interactions is vague or underdeveloped.	The application provides a clear description of a teacher's experience during a typical school day. Three specific feelings the teacher will leave with are identified (e.g., fulfillment, support, excitement). The applicant offers concrete examples of how these feelings are cultivated throughout the day, through specific practices, interactions with students, colleagues, and school leadership, and school culture.	The application provides a comprehensive and thoughtful description of the teacher experience, identifying three specific and meaningful feelings a teacher will leave with at the end of the day (e.g., pride, connection, motivation). The applicant demonstrates a deep understanding of how to create a positive, supportive school culture for teachers, explaining how these feelings are nurtured through intentional practices and interactions.	
Discipline Policy	<p>The applicant has provided little or no description of the proposed discipline plan, with little or no detail on how the plan is based on some combination of research, theory, experience, and best practices, and/or little or no explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population, and/or little or no demonstration of compliance with applicable state laws and authorizer policies, and little or no description of:</p> <ul style="list-style-type: none"> ▪ Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior; ▪ A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled; ▪ The rights of students with disabilities in disciplinary actions and proceedings; ▪ How the school will address potential disproportionate discipline rates based on race, ethnicity, gender, etc.; ▪ Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal 	<p>The applicant has provided a limited and insufficient description of the proposed discipline plan, with insufficient detail on how the plan is based on some combination of research, theory, experience, and best practices, and/or little or no demonstration or explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population, or in compliance with applicable state laws and authorizer policies, and/or insufficiently or minimally addresses:</p> <ul style="list-style-type: none"> ▪ Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior; ▪ A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled; ▪ The rights of students with disabilities in disciplinary actions and proceedings; ▪ How the school will address potential disproportionate discipline rates based on race, ethnicity, gender, etc.; ▪ Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal 	<p>The applicant has provided a detailed description of the proposed discipline plan, along with a detailed explanation of how the plan is based on some combination of research, theory, experience, and best practices, and a clear demonstration and explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population (Attachment 6), and has demonstrated compliance with applicable state laws and authorizer policies, adherence to legal due process requirements and clearly addresses:</p> <ul style="list-style-type: none"> ▪ Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior; ▪ A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled; ▪ The rights of students with disabilities in disciplinary actions and proceedings; ▪ How the school will address potential disproportionate discipline rates based on race, ethnicity, gender, etc.; ▪ Procedures for due process when a student is suspended or expelled as a 	<p>The applicant has provided a compelling, comprehensive and thorough description of the proposed discipline plan, with detail on how the plan is based on some combination of research, theory, experience, and best practices, and a clear and sophisticated demonstration and explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population (Attachment 6), and has comprehensively demonstrated compliance with applicable state laws and authorizer policies, adherence to legal due process requirements and clearly addresses:</p> <ul style="list-style-type: none"> ▪ Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior; ▪ A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled; ▪ The rights of students with disabilities in disciplinary actions and proceedings; ▪ How the school will address potential disproportionate discipline rates based on race, ethnicity, gender, etc.; ▪ Procedures for due process when a 	

	<p>process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.</p> <ul style="list-style-type: none"> ▪ The applicant has provided little or no description on how students and parents/guardians will be informed of the school's discipline policy. 	<p>process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.</p> <ul style="list-style-type: none"> ▪ The applicant has insufficiently described how students and parents/guardians will be informed of the school's discipline policy. 	<p>result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.</p> <ul style="list-style-type: none"> ▪ The applicant has described how students and parents/guardians will be informed of the school's discipline policy. 	<p>student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.</p> <ul style="list-style-type: none"> ▪ The applicant has thoroughly described how students and parents/guardians will be informed of the school's discipline policy. 	
Overall	<p>The application provides little or no description of how the school will establish or maintain a strong school culture. There is little to no discussion of programs or strategies for mental, emotional, and social development, or cultural responsiveness. The applicant does not demonstrate an understanding of how these aspects will manifest in a typical school day for both students and teachers. The description of the student discipline plan and policy is either absent or does not meet state laws.</p>	<p>The application provides a basic description of school culture, mental, emotional, and social development strategies, and cultural responsiveness, but the explanation is vague or lacks sufficient detail. Some programs or strategies are mentioned, but there is limited clarity on how they will be implemented during a typical school day. The student discipline plan is outlined in general terms but may not fully meet state laws or is incomplete in addressing the necessary components for a viable discipline system.</p>	<p>The application provides a clear description of how the school will establish and maintain a strong school culture. The applicant identifies specific programs or strategies for mental, emotional, and social development and cultural responsiveness, demonstrating how these aspects will be incorporated into the daily experiences of students and teachers. The student discipline plan is clearly articulated, aligned with state laws, and addresses how the school will promote positive behavior while addressing discipline in a fair and legally compliant way.</p>	<p>The application provides a comprehensive and thoughtful description of how the school will establish and sustain a strong school culture. The applicant demonstrates a deep understanding of how mental, emotional, and social development, as well as cultural responsiveness, will be woven into the daily experience of both students and teachers. Detailed examples of programs, strategies, and school practices show how these elements will be integrated into the school day. The student discipline plan is fully developed, legally compliant, and emphasizes restorative practices, positive behavior support, and equity, ensuring that all students feel supported and held accountable in a fair manner.</p>	
Evaluator: Notes, Strengths and Weaknesses					

Evaluator: Capacity Interview Questions		
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Section 10: Supplemental Programming					
	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Summer School (If Applicable)	The applicant has provided little or no description of the proposed summer school offerings including the schedule, length, anticipated participants and/or how they will be identified, and the process for determining attendance when interest exceeds capacity.	The description of the proposed summer school offerings is limited and lacks sufficient detail to fully determine the adequacy of the following: schedule, length, anticipated participants and how they will be identified, and the process for determining attendance when interest exceeds capacity.	If the applicant has proposed to operate summer school, it has provided a comprehensive description of the proposed summer school offerings including the schedule, length, anticipated participants and how they will be identified, and the process for determining attendance when interest exceeds capacity. There is a clear plan for resource and staffing needs which is also reflected in the budget.	If the applicant has proposed to operate summer school, the applicant has provided a comprehensive and compelling description of the proposed summer school offerings including the schedule, length, anticipated participants. The applicant has clearly demonstrated how participants will be identified and the process for determining attendance when interest exceeds capacity, and how the program aligns with the mission, vision and educational program. There is a clear plan for resource and staffing needs which is also reflected in the budget.	

Extra or Co-Curricular Activities	There is little or no description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded. And/or there is no description of how the school will pay for student participation in district, and out of district, sponsored interscholastic programs.	The description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded is limited in scope and/or does not provide sufficient detail to determine sufficient resources and/or program viability. And/or the applicant minimally addressed how the school will pay for student participation in district, and out of district, sponsored interscholastic programs.	There is a clear description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded, including the schedule, length, and anticipated participants. There is a description of how the school will pay for student participation in district, and out of district, sponsored interscholastic programs.	There is a clearly articulated and detailed description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded, including the schedule, length, and anticipated participants, and how the school will pay for student participation in district, and out of district, sponsored interscholastic programs. The applicant has clearly and comprehensively demonstrated how participants will be identified and the process for determining attendance when interest exceeds capacity, and how the program aligns with the mission, vision and educational program.	
Supplemental Programming Parent Outreach	A culturally inclusive plan for outreach to families to apprise them of supplemental programming opportunities was not provided and/or provided little to no description.	The culturally inclusive plan for outreach to families to apprise them of supplemental programming opportunities is limited and lacks sufficient detail to fully determine its adequacy and/or the applicant's thorough understanding of culturally inclusive outreach.	There is a clear, culturally inclusive plan for outreach to families to apprise them of supplemental programming opportunities.	There is a clear and compelling culturally inclusive plan for outreach to families to apprise them of supplemental programming opportunities. Said plan demonstrates the applicant's thorough understanding of culturally inclusive outreach.	
Overall	<p>There is little to no information about culturally responsive extra-curricular activities or how they will be delivered and funded. Additionally, the plan for family outreach and informing them about programming opportunities is either missing or lacks sufficient detail.</p> <p>If applicable, the applicant provides minimal or no description of the proposed summer school offerings.</p>	<p>There is a partial description of culturally responsive extra-curricular activities, but the delivery and funding plans are underdeveloped. The family outreach plan is mentioned but lacks detail or clarity on how families will be informed of the programming opportunities.</p> <p>If applicable, the applicant provides some description of the proposed summer school offerings, but lacks depth.</p>	<p>There is a solid description of culturally responsive extra-curricular activities, including how they will be delivered and funded. The family outreach plan is comprehensive, outlining a clear strategy to inform families of supplemental programming opportunities.</p> <p>If applicable, the applicant provides a clear description of the proposed summer school offerings, including schedule, participant identification, and a plan for managing attendance when interest exceeds capacity.</p>	<p>The culturally responsive extra-curricular activities are described in depth, with clear plans for delivery and funding. The family outreach plan is highly comprehensive and creative, demonstrating an innovative approach to engaging families and ensuring they are well-informed about available programming opportunities.</p> <p>If applicable, the applicant provides an exceptionally detailed and thorough description of the proposed summer school offerings, including all relevant details such as schedule, length, participant identification, and a well-defined process for managing attendance when interest exceeds capacity.</p>	

Evaluator: Notes, Strengths and Weaknesses		
Evaluator: Capacity Interview Questions		

Section 11: Special Populations and At-Risk Students					
	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Special Education	The applicant has provided little or no explanation on how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. There is little or no description of the specific programs, strategies, and supports the school will provide, and/or no description of the following: methods for student identification, specific instructional programs and practices, plans for monitoring and evaluating academic, social, emotional and functional performance and graduation/promotion, scientifically based research interventions, and qualified staffing for specially designed instruction, including a certified special education director or assistant director. Overall, the applicant has demonstrated little understanding of	The applicant has insufficiently explained how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. The programs, strategies, and supports the school will provide lack sufficient details and/or minimally addresses the following: methods for student identification, specific instructional programs and practices, plans for monitoring and evaluating academic, social, emotional and functional performance and graduation/promotion, scientifically based research interventions, and qualified staffing for specially designed instruction, including a certified special education director or assistant director. The applicant has insufficiently demonstrated capacity to comply with	The applicant has specifically explained how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. The specific programs, strategies, and supports the school will provide, including the following: methods for student identification, specific instructional programs and practices, plans for monitoring and evaluating academic, social, emotional and functional performance and graduation/ promotion, scientifically based research interventions, and qualified staffing for specially designed instruction, including a certified special education director or assistant director. The applicant has demonstrated capacity to comply with applicable laws and	The applicant has comprehensively and completely explained how the school will identify and meet the specific learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Included are complete descriptions of specific programs, strategies, and supports the school will provide, including the following: methods for student identification, specific instructional programs and practices, plans for monitoring and evaluating academic, social, emotional and functional performance and graduation/promotion, scientifically based research interventions, and qualified staffing for specially designed instruction, including a certified special education director or assistant director. The applicant has demonstrated a sophisticated understanding and	

	<p>meeting the needs of its students with disabilities.</p> <p>The applicant has provided little or no capacity to comply with applicable laws and regulations.</p>	<p>applicable laws and regulations.</p>	<p>regulations.</p>	<p>explanation of how it will serve its students with disabilities.</p> <p>The applicant has demonstrated a thorough understanding and capacity to comply with applicable laws and regulations.</p>	
English Learners	<p>The applicant has provided little or no explanation of how the school will meet the needs of English Learners (ELs), and/or not included a description of methods for identification, special instructional programs, plans for monitoring and evaluating student academic progress, providing qualified staffing for EL instruction and parent notification requirements.</p>	<p>The applicant has provided a limited and insufficient explanation of how the school will meet the needs of English Learners (ELs), including: methods for identification, special instructional programs, plans for monitoring and evaluating student academic progress, providing qualified staffing for EL instruction and parent notification requirements.</p>	<p>The applicant has explained how the school will meet the needs of English Learners (ELs), including: methods for identification, bilingual or, an alternative instructional program, plans for monitoring and evaluating student academic progress, providing qualified staffing for EL instruction and parent notification requirements.</p>	<p>The applicant has thoroughly explained how the school will meet the needs of English Learners (ELs), including: comprehensive methods for identification, special instructional programs, explicit plans for monitoring and evaluating student academic progress, providing qualified staffing for EL instruction and parent notification requirements. The applicant has demonstrated sophisticated understanding and explanation of how it will serve its students who speak a language other than English.</p>	
At-Risk	<p>The applicant has provided little or no explanation of how the school will meet the needs of its at-risk students, and/or not included a description of methods for identification, special instructional programs, plans for monitoring and evaluating student academic progress, and qualified staffing for instruction.</p>	<p>The applicant has provided a limited and insufficient explanation of how the school will meet the needs of at-risk students, including: methods for identification, special instructional programs, plans for monitoring and evaluating student academic progress, and qualified staffing for instruction.</p>	<p>The applicant has explained how the school will meet the needs of its at-risk students, including: methods for identification, programs and practices for enhancing their abilities, plans for monitoring and evaluating student academic progress, and qualified staffing for instruction for students who are at-risk.</p>	<p>The applicant has thoroughly explained how the school will meet the needs of at-risk students, including: comprehensive methods for identification, special instructional programs, explicit plans for monitoring and evaluating student academic progress, and qualified staffing for EL instruction. The applicant has demonstrated a sophisticated understanding and explanation of how it will serve its students who are at-risk.</p>	

Highly Capable	The applicant has provided little or no explanation of how the school will meet the needs of its highly capable students, and/or not included a description of methods for identification, special instructional programs, plans for monitoring and evaluating student academic progress, and qualified staffing for instruction.	The applicant has provided a limited and insufficient explanation of how the school will meet the needs of highly capable students, including: methods for identification, special instructional programs, plans for monitoring and evaluating student academic progress, and qualified staffing for instruction.	The applicant has explained how the school will meet the needs of its highly capable students, including: methods for identification, special instructional programs, plans for monitoring and evaluating student academic progress, and qualified staffing for highly capable instruction.	The applicant has thoroughly explained how the school will meet the needs of its highly capable students, including: comprehensive methods for identification, special instructional programs, explicit plans for monitoring and evaluating student academic progress, and qualified staffing for highly capable instruction. The applicant has demonstrated a sophisticated understanding and explanation of how it will serve its students who are highly capable.	
Overall	The applicant provides little or no explanation of how the school will identify and meet the needs of students with disabilities, English Learners (ELs), at-risk students, and highly capable students. There is no clear plan for identification, instructional programs, or progress monitoring. Staffing qualifications and compliance with laws are not addressed.	The applicant partially explains how the school will identify and support students with disabilities, ELs, at-risk students, and highly capable students, but lacks detail in identification methods, instructional programs, or progress monitoring. Staffing qualifications and compliance with laws are mentioned but not fully developed.	The applicant clearly explains how the school will identify and support students with disabilities, ELs, at-risk students, and highly capable students, including methods for identification, instructional programs, and progress monitoring. The plan includes qualified staffing and demonstrates compliance with applicable laws and regulations.	The applicant provides a comprehensive, detailed plan for identifying and supporting students with disabilities, ELs, at-risk students, and highly capable students. The plan includes clear methods for identification, tailored programs, progress monitoring, and qualified staffing. The school demonstrates strong compliance with laws and provides research-based interventions.	
Evaluator: Notes, Strengths and Weaknesses					
Evaluator: Capacity Interview Questions					

Section 12: Family and Community Involvement

	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Family and Community Assessment and Engagement to Date	<p>The applicant has provided little or no description and/or evidence of the specific role to date of the parents/guardians and community members involved in developing the proposed school and/or any other evidence of parent/guardian and community support for the proposed charter school.</p> <p>The applicant has provided little or no evidence that the school has assessed and built parent/guardian and community demand for the proposed school and/or little to no description how the school will engage families and community members from the time that the school is approved through opening.</p>	<p>The applicant has described and provided evidence on the role to date of the parents/guardians and community members involved in developing the proposed school and has mentioned other evidence of parent/guardian and community support for the proposed school, though the information is limited and lacking in sufficient detail to determine engagement (Attachment 7).</p> <p>The applicant has demonstrated some assessment of parent/guardian and community demand for the proposed school, though its description of how the school will engage families and community members from the time that the school is approved through opening has limited outreach strategies, and the nature of family and community engagement is unclear.</p>	<p>The applicant has described and provided evidence on the specific role to date of the parents/guardians and community members involved in developing the proposed school and has included any other evidence of parent/guardian and community support for the proposed charter school (Attachment 7).</p> <p>The applicant demonstrates that the school has assessed and built parent/guardian and community demand for the proposed school and describes how the school will engage families and community members from the time that the school is approved through opening.</p>	<p>The applicant has articulately described, in detail, and provided evidence on the specific role to date of the parents/guardians and community members involved in developing the proposed school and has included any other evidence of parent/guardian and community support for the proposed charter school (Attachment 7).</p> <p>The applicant convincingly demonstrates that the school has assessed and built strong parent/guardian and community demand for the proposed school and comprehensively describes how the school will engage families and community members from the time that the school is approved through opening with realistic and diverse outreach strategies designed to reach a broad audience and ensure genuine community and family engagement.</p>	
Family Engagement and Cultural Inclusiveness (Ongoing)	<p>There is little or no description of how the school will engage parents/guardians in the life of the school and/or how this plan will be culturally inclusive. There are little or no plans for building family-school partnerships that strengthen support for learning and encourage parental involvement and/or a description of any commitments or volunteer activities the school will seek from or offer to parents/guardians.</p>	<p>There is a description of how the school will engage parents/guardians in the life of the school, though it is limited in its description of cultural inclusiveness. The plan for building family-school partnerships that strengthen support for learning and encourage parental involvement and the description of any commitments or volunteer activities the school will seek from or offer to parents/guardians has limited evidence of activities and/or plans for involvement.</p>	<p>There is a description of how the school will engage parents/guardians in the life of the school and how this plan will be culturally inclusive. There is a plan for building family-school partnerships that strengthen support for learning and encourage parental involvement and a detailed description of any commitments or volunteer activities the school will seek from or offer to parents/guardians.</p>	<p>There is a sophisticated and high level description of how the school will engage parents/guardians in the life of the school and how this plan will be culturally inclusive. The plan for building family-school partnerships that strengthen support for learning and encourage parental involvement is realistic, strong and aligned with the detailed description of any commitments or volunteer activities the school will seek from or offer to parents/guardians.</p>	

Community Resources/Contractual and other Partnerships	There is little or no description of the community resources that will be available to students and families, of any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is little or no evidence of support from intended community partners.	There is a partial description of the community resources that will be available to students and families, any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is minimal evidence of support from intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts have been provided. (Attachment 7)	There is a description of the community resources that will be available to students and families. There is a description of any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is evidence of support from intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts have been provided. (Attachment 7)	There is a thorough and convincing description of the community resources that will be available to students and families, and any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is compelling and diverse evidence of support that spans various intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts have been provided. (Attachment 7)	
Overall	Overall, the applicant has not demonstrated an understanding of genuine, culturally inclusive family and community engagement.	Overall, the applicant has demonstrated a limited understanding of culturally inclusive family and community engagement.	Overall, the applicant has demonstrated an understanding of genuine, culturally inclusive family and community engagement.	Overall, the applicant has clearly and convincingly demonstrated a thorough understanding of genuine, meaningful culturally inclusive family and community engagement and has strong potential for sustained family and community involvement.	
Evaluator: Notes, Strengths and Weaknesses					
Evaluator: Capacity Interview Questions					

CATEGORY 5: OPERATIONS PLAN

Section 13: Student Recruitment and Enrollment					
	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Recruitment and Enrollment Plan	There is little or no description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families and/or the applicant has minimally or not described the school's plan for outreach to at-risk students.	There is a limited and incomplete description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families, and/or the applicant has minimally described the school's plan for outreach to at-risk students.	There is a description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families. The applicant has specifically described the school's plan for outreach to at-risk students.	There is a comprehensive and compelling description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families. The applicant has specifically and completely described the school's plan for outreach to at-risk students.	
Enrollment Policy	There is little or no indication of an enrollment policy and/or a policy inclusive of culturally inclusive strategies and the tentative dates for the application period and enrollment, a timeline for student recruitment/engagement and enrollment, publicly noticed and open lottery procedures, and policies and procedures for waiting lists, withdrawals, reenrollment, and transfers (Attachment 8).	There is insufficient detail for the enrollment policy including insufficient detail on some/or all of the following: culturally inclusive strategies and/or the tentative dates for the application period and enrollment, a timeline for student recruitment/engagement and enrollment, publicly noticed and open lottery procedures, and policies and procedures for waiting lists, withdrawals, reenrollment, and transfers (Attachment 8).	There is an enrollment policy which includes culturally inclusive strategies and the tentative dates for the application period and enrollment, a timeline for student recruitment/engagement and enrollment, publicly noticed and open lottery procedures, and policies and procedures for waiting lists, withdrawals, reenrollment, and transfers (Attachment 8).	There is an enrollment policy that includes culturally inclusive strategies and the tentative dates for the application period and enrollment, a timeline for student recruitment/engagement and enrollment, publicly noticed and open lottery procedures, and policies and procedures for waiting lists, withdrawals, reenrollment, and transfers (Attachment 8).	
Overall	The applicant provides little or no explanation of the recruitment and enrollment process, with no clear strategy for ensuring equitable access to all students. There is no mention of outreach, identification, or support for underrepresented groups, and the	The applicant provides a partial explanation of the recruitment and enrollment process, but lacks sufficient detail on how the process ensures equitable access for all students. While some strategies for outreach and identification are mentioned, they may not	The applicant clearly explains the recruitment and enrollment process, outlining strategies to ensure equitable access for all students. The plan includes methods for outreach, identification, and support for underrepresented or at-risk groups, and demonstrates a commitment	Overall, the applicant has demonstrated a compelling understanding and capacity for equitable student recruitment and enrollment processes and procedures.	

	process may fail to address issues of equity.	be fully developed or inclusive of all groups.	to fairness and inclusion.		
Evaluator: Notes, Strengths and Weaknesses					
Evaluator: Capacity Interview Questions					

Section 14: Legal Status and Governing Documents					
	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Legal Status	<p>The applicant has failed to describe the proposed school's legal status.</p> <p>The applicant has not submitted, as Attachment 9:</p> <ul style="list-style-type: none"> Articles of Incorporation; Proof of nonprofit status and federal tax exempt status (or copies of filings for the preceding items); Bylaws; Completed and Board Chair signed Statement of Assurances; Other governing documents already adopted. 	<p>The applicant has partially described the proposed school's legal status.</p> <p>The applicant has partially submitted the required documentation as Attachment 9:</p> <ul style="list-style-type: none"> Articles of Incorporation; Proof of nonprofit status and federal tax exempt status (or copies of filings for the preceding items); Bylaws; Completed and Board Chair signed Statement of Assurances; Other governing documents already adopted. 	<p>The applicant has described the proposed school's legal status.</p> <p>The applicant has submitted, as Attachment 9:</p> <ul style="list-style-type: none"> Articles of Incorporation; Proof of nonprofit status and federal tax exempt status (or copies of filings for the preceding items); Bylaws; Completed and Board Chair signed Statement of Assurances; Other governing documents already adopted. 	<p>The applicant has clearly and comprehensively described the proposed school's legal status.</p> <p>The applicant has submitted detailed, clear, and concise documentation as Attachment 9:</p> <ul style="list-style-type: none"> Articles of Incorporation; Proof of nonprofit status and federal tax exempt status (or copies of filings for the preceding items); Bylaws; Completed and Board Chair signed Statement of Assurances; Other governing documents already adopted. 	

Subsidiaries and Business Endeavors	If applicable, the applicant has provided little or no description of any subsidiaries owned or affiliated with the nonprofit submitting this charter school application, and/or not described any other organizational/ business endeavors in which the nonprofit applicant submitting this application is involved in.	If applicable, the applicant has minimally described any subsidiaries owned or affiliated with the nonprofit submitting this charter school application, and/or insufficiently described any other organizational/business endeavors in which the nonprofit applicant submitting this application is involved in.	If applicable, the applicant has described any subsidiaries owned or affiliated with the nonprofit submitting this charter school application, and described any other organizational/business endeavors in which the nonprofit submitting this application is involved in.	If applicable, the applicant has clearly and comprehensively described any subsidiaries owned or affiliated with the nonprofit submitting this charter school application, and described any other organizational/business endeavors in which the nonprofit submitting this application is involved in.	
Overall	The applicant fails to provide the required documents to establish the school's legal status, including Articles of Incorporation, proof of nonprofit and tax-exempt status, bylaws, and a signed Statement of Assurances. There is no mention of subsidiaries or affiliated entities if applicable.	The applicant provides some of the required documents, but one or more key documents, such as Articles of Incorporation, proof of nonprofit status, or the signed Statement of Assurances, are missing or incomplete. There may be partial information about subsidiaries or affiliated entities.	The applicant has provided all required documents to establish the proposed school's legal status, including Articles of Incorporation, proof of nonprofit and federal tax-exempt status, bylaws, a signed Statement of Assurances, and other governing documents. If applicable, the applicant has also described any subsidiaries or affiliated entities.	The applicant has thoroughly provided all required documents, including Articles of Incorporation, proof of nonprofit and federal tax-exempt status, bylaws, a signed Statement of Assurances, and any other governing documents. Additionally, if applicable, the applicant clearly describes any subsidiaries or affiliated entities, as well as other business endeavors.	
Evaluator: Notes, Strengths and Weaknesses					
Evaluator: Capacity Interview Questions					

Section 15: Growth Plan

	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
5-10 Year Growth Plan	The applicant provides little or no description of the growth plan for charter schools in Maine. There is no clear timeline, specific goals, or discussion of how the organization plans to support and execute the growth. Additionally, there is no business plan or details regarding the financial or operational capacity to support growth.	The applicant provides a basic description of the growth plan, but the timeline and specific number of schools to be operated are vague or underdeveloped. There is some discussion of the organization's capacity to execute the plan, but it lacks depth or clarity. The business plan is either missing or only partially addresses the financial and operational aspects of supporting growth.	The applicant provides a clear and realistic five-to-ten-year growth plan with specific goals for the number of schools to be operated and a timeline for expansion. The plan includes a solid discussion of the organization's capacity to execute the plan and a business plan that outlines the financial and operational strategies to support anticipated growth.	The applicant provides an exceptionally detailed and well-thought-out five-to-ten-year growth plan, including specific and measurable goals for the number of schools and a comprehensive timeline. The discussion of the organization's capacity is robust and supported by a detailed business plan that fully addresses the financial, operational, and resource needs to successfully execute the growth plan and ensure sustainability.	
Evaluator: Notes, Strengths and Weaknesses					
Evaluator: Capacity Interview Questions					

Section 16: Organization Structure and Partnerships

	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Organization Charts	<p>The applicant has failed to submit organizational charts as Attachment 10.</p> <p>Organization charts that show the school governance, management, and staffing plan and structure in:</p> <ul style="list-style-type: none"> The first year of school operations; At the end of the charter term; and When the school reaches full capacity, if in a year beyond the first charter term. <p>The organization charts do not delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts document clear lines of authority and reporting within the school.</p>	<p>The applicant has partially submitted organizational charts as Attachment 10.</p> <p>Incomplete or unclear organization charts meant to show the school governance, management, and staffing plan and structure in:</p> <ul style="list-style-type: none"> The first year of school operations; At the end of the charter term; and When the school reaches full capacity, if in a year beyond the first charter term. <p>Organization charts that <i>partially</i> delineates the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts document lines of authority and reporting within the school.</p>	<p>The applicant has submitted organizational charts as Attachment 10.</p> <p>Organization charts that show the school governance, management, and staffing plan and structure in:</p> <ul style="list-style-type: none"> The first year of school operations; At the end of the charter term; and When the school reaches full capacity, if in a year beyond the first charter term. <p>The organization charts clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts document clear lines of authority and reporting within the school.</p>	<p>The applicant has submitted organizational charts as Attachment 10 clear, concise, and comprehensive.</p> <p>Organization charts that show the school governance, management, and staffing plan and structure in:</p> <ul style="list-style-type: none"> The first year of school operations; At the end of the charter term; and When the school reaches full capacity, if in a year beyond the first charter term. <p>Organization charts that clearly delineates the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts document clear lines of authority and reporting within the school.</p>	
Proposed Partnerships	<p>The applicant has not described any other proposed partnerships or contractual relationships that will be central to the school's operations or mission, and/or not provided a copy of the proposed contract(s) (Attachment 11).</p>	<p>The applicant has provided a limited and insufficient description of any other proposed partnerships or contractual relationships that will be central to the school's operations or mission such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such services, and provided a copy of the proposed contract(s) (Attachment 11).</p>	<p>The applicant has described any other proposed partnerships or contractual relationships that will be central to the school's operations or mission such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such services, and provided a copy of the proposed contract(s) (Attachment 11).</p>	<p>The applicant has clearly and comprehensively described any other proposed partnerships or contractual relationships that will be central to the school's operations or mission such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such services, and provided a copy of the proposed contract(s) (Attachment 11).</p>	

Overall	The applicant did not submit organizational charts or submitted incomplete charts. The charts lack clarity or do not include all required timeframes (first year, end of charter term, full capacity). There is no clear delineation of roles, responsibilities, or reporting lines, and proposed partnerships or contracts are not described or missing critical details.	The applicant submitted organizational charts, but they may lack detail or clarity in some areas. The charts are missing one or more required timeframes or do not fully define roles and reporting lines. The description of partnerships or contracts is included but lacks full detail, such as cost information or selection criteria. Some contracts may be missing or incomplete.	The applicant has submitted organizational charts (Attachment 10) that clearly show the school's governance, management, and staffing structure for the first year, end of charter term, and when the school reaches full capacity. The charts clearly define the roles, responsibilities, and reporting lines for the governing board, school leader, management team, staff, and any external organizations or advisory bodies. The applicant also describes key partnerships or contracts central to the school's operations, including services such as business management, payroll, and professional development, with details on selection criteria and costs, along with any proposed contracts (Attachment 11).	The applicant submitted highly detailed organizational charts that effectively outline the governance, management, and staffing structure for all required stages (first year, end of charter term, full capacity). The charts clearly define roles, responsibilities, and reporting lines, and any external partnerships or advisory bodies are well-integrated. The description of proposed partnerships or contracts is thorough, including clear selection criteria, costs, and well-documented contracts (Attachment 11).	
Evaluator: Notes, Strengths and Weaknesses					
Evaluator: Capacity Interview Questions					

Section 17: Governing Board

	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Philosophy	The applicant has failed to describe the governance philosophy that will guide the board, inclusive of the nature and extent of involvement by key stakeholder groups.	The applicant has provided a limited and non-specific description of the governance philosophy that will guide the board, inclusive of the nature and extent of involvement by key stakeholder groups.	The applicant has described the governance philosophy that will guide the board, inclusive of the nature and extent of involvement by key stakeholder groups.	The applicant has clearly and comprehensively described the governance philosophy that will guide the board, inclusive of the nature and extent of involvement by key stakeholder groups.	
Structure	<p>The applicant has provided little or no description of the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant describes the size, current and desired composition, powers, and duties of the governing board. The applicant failed to identify key skills, areas of expertise, and constituencies that will be represented on the governing board.</p> <p>The applicant has provided little or no explanation of how the governance structure and composition will help ensure that:</p> <ul style="list-style-type: none"> ▪ The school will be an educational, financial and operational success; ▪ The board will evaluate the success of the school and school leader; ▪ There will be active and effective representation of key stakeholders, including parents; and ▪ The school will be a culturally responsive education system. 	<p>The applicant has described the governance structure of the proposed school, including the primary roles of the governing board, how it will interact with the principal/head of school and any advisory bodies, the size, current and desired composition, powers, and duties of the governing board, the key skills, areas of expertise, and constituencies that will be represented on the governing board, though has done so in a limited and non-specific manner.</p> <p>The applicant has insufficiently explained how the governance structure and composition will help ensure that:</p> <ul style="list-style-type: none"> ▪ The school will be an educational, financial and operational success; ▪ The board will evaluate the success of the school and school leader; ▪ There will be active and effective representation of key stakeholders, including parents; and ▪ The school will be a culturally responsive education system. 	<p>The applicant has described the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant describes the size, current and desired composition, powers, and duties of the governing board. The applicant identifies key skills, areas of expertise, and constituencies that will be represented on the governing board.</p> <p>The applicant has explained how the governance structure and composition will help ensure that:</p> <ul style="list-style-type: none"> ▪ The school will be an educational, financial and operational success; ▪ The board will evaluate the success of the school and school leader; ▪ There will be active and effective representation of key stakeholders, including parents; and ▪ The school will be a culturally responsive education system. 	<p>The applicant has clearly outlined and described the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant clearly describes the size, current and desired composition, powers, and duties of the governing board. The applicant clearly identifies and outlines key skills, areas of expertise, and constituencies that will be represented on the governing board.</p> <p>The applicant has outlined and clearly explained how the governance structure and composition will help ensure that:</p> <ul style="list-style-type: none"> ▪ The school will be an educational, financial and operational success; ▪ The board will evaluate the success of the school and school leader; ▪ There will be active and effective representation of key stakeholders, including parents; and ▪ The school will be a culturally responsive education system. 	

Membership	<p>For each individual identified as a current and/or a proposed board member in Category 1 Section D (Board Member Roster), the applicant has failed to provide a summary of each member's interests in and qualifications for serving on the school's board.</p> <p>The applicant has failed to provide (Attachment 12) the following documents for each individual identified:</p> <ul style="list-style-type: none"> Completed and signed Board Member Disclosure Form; Resume 	<p>For each individual identified as a current and/or a proposed board member in Category 1 Section D (Board Member Roster), the applicant has provided a limited summary of each member's interests in and qualifications for serving on the school's board.</p> <p>The applicant has partially provided (Attachment 12) the following documents for each individual identified:</p> <ul style="list-style-type: none"> Completed and signed Board Member Disclosure Form; Resume 	<p>For each individual identified as a current and/or a proposed board member in Category 1 Section D (Board Member Roster), the applicant has summarized each member's interests in and qualifications for serving on the school's board.</p> <p>The applicant has provided (Attachment 12) the following documents for each individual identified:</p> <ul style="list-style-type: none"> Completed and signed Board Member Disclosure Form; Resume 	<p>For each individual identified as a current and/or a proposed board member in Category 1 Section D (Board Member Roster), the applicant has comprehensively summarized each member's interests in and qualifications for serving on the school's board.</p> <p>The applicant has provided (Attachment 12) the following documents for each individual identified:</p> <ul style="list-style-type: none"> Completed and signed Board Member Disclosure Form; Resume 	
Board Background Check	<p>The applicant provided, little to no evidence In Attachment 13, that a written assurance that a background check verification for board members and/or the school leader has been initiated and will be completed within the timetables set forth in the Sample Contract: Attachment 1, Pre-Opening Process and Conditions.</p>	<p>The applicant provided, In Attachment 13, a written assurance that a background check verification for some board members and/or the school leader has been initiated and will be completed within the timetables set forth in the Sample Contract: Attachment 1, Pre-Opening Process and Conditions.</p>	<p>The applicant provided, In Attachment 13, a written assurance that background check verification for each board member and school leader has been initiated and will be completed within the timetables set forth in the Sample Contract: Attachment 1, Pre-Opening Process and Conditions.</p>	<p>The applicant provided, In Attachment 13, a written assurance that background check verification for each board member and school leader has been initiated and will be completed within the timetables set forth in the Sample Contract: Attachment 1, Pre-Opening Process and Conditions.</p>	
Selection	<p>The applicant has provided little or no explanation of the procedures by which board members have been and will be selected, how often the board meets, and the plans for any committee structure.</p>	<p>The applicant lacks insufficient detail in its explanation of the procedure by which board members have been and will be selected, how often the board meets, and the plans for any committee structure.</p>	<p>The applicant explains the procedure by which board members have been and will be selected, how often the board meets, and discusses the plans for any committee structure.</p>	<p>The applicant outlines and clearly explains the procedure by which board members have been and will be selected. The applicant clearly describes how often the board meets, and discusses the plans for any committee structure.</p>	
Capacity	<p>The applicant provides little or no description of the plans for increasing the capacity of the governing board, how the board will expand and develop over time, how new members will be recruited and added, and how vacancies will be filled, and/or has provided little or no description of the orientation or training for new board members, the kinds of ongoing development/training for existing board members, and the plan for training and development including:</p> <ul style="list-style-type: none"> A timetable; Specific topics to be addressed; Participation requirements; 	<p>The applicant partially describes the plans for increasing the capacity of the governing board, how the board will expand and develop over time, how new members will be recruited and added, and how vacancies will be filled, and/or the applicant has provided a limited description of the orientation or training for new board members, the kinds of ongoing development/training for existing board members, and the plan for training and development including:</p> <ul style="list-style-type: none"> A timetable; Specific topics to be addressed; Participation requirements; 	<p>The applicant describes the plans for increasing the capacity of the governing board, how the board will expand and develop over time, how new members will be recruited and added, and how vacancies will be filled. The applicant has described the orientation or training for new board members, the kinds of ongoing development/training for existing board members, and the plan for training and development including:</p> <ul style="list-style-type: none"> A timetable; Specific topics to be addressed; Participation requirements; Development of cultural competence. 	<p>The applicant clearly and comprehensively describes the plans for increasing the capacity of the governing board, how the board will expand and develop over time, how new members will be recruited and added, and how vacancies will be filled. There is a description of the orientation or training for new board members, the kinds of ongoing development/training for existing board members, and the plan for training and development includes:</p> <ul style="list-style-type: none"> A timetable; Specific topics to be addressed; Participation requirements; 	

	▪ Development of cultural competence.	▪ Development of cultural competence.		▪ Development of cultural competence.	
Transition to Formal Board	The applicant does not include the formal school governing board, and incompletely explains how and when the transition to the formal governing board will take place.	If the applicant does not include the formal school governing board, the applicant has provided a limited and insufficient explanation as to how and when the transition to the formal governing board will take place.	If the applicant does not include the formal school governing board, the applicant explains how and when the transition to the formal governing board will take place.	If the applicant does not include the formal school governing board, the applicant comprehensively explains how and when the transition to the formal governing board will take place.	
Ethics	The applicant has provided little or no description of the board's ethical standards and procedures for identifying and addressing conflicts of interest (Attachment 14): ▪ Code of Ethics Policy; ▪ Conflict of Interest Policy.	The description of the board's ethical standards and procedures for identifying and addressing conflicts of interest is lacking sufficient detail (Attachment 14): ▪ Code of Ethics Policy; ▪ Conflict of Interest Policy.	The applicant describes the board's ethical standards and procedures for identifying and addressing conflicts of interest (Attachment 14) and the proposed board: ▪ Code of Ethics Policy; ▪ Conflict of Interest Policy.	The applicant clearly outlines and describes the board's ethical standards and procedures for identifying and addressing conflicts of interest (Attachment 14) and the proposed board: ▪ Code of Ethics Policy; ▪ Conflict of Interest Policy.	
Existing Relationships/Conflict	The applicant did not identify any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant provided little or no discussion of the steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.	The applicant incompletely identified any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant partially described steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.	The applicant identified any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant described specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.	The applicant clearly and comprehensively identified any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant openly described specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.	
Existing Nonprofits	If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, the applicant has failed to indicate the following: ▪ Whether the existing nonprofit board governs the new school; ▪ The extent to which the school will be a new nonprofit corporation governed by a separate board; ▪ If the current nonprofit's board will govern the charter school, a description of the steps taken to transform its board membership, mission, and bylaws to assume its new duties. A description of the plan and timeline for completing the transition and orienting the board to its new duties; ▪ If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be and be represented on	If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, the applicant has partially indicated the following: ▪ Whether the existing nonprofit board governs the new school; ▪ The extent to which the school will be a new nonprofit corporation governed by a separate board; ▪ If the current nonprofit's board will govern the charter school, a description of the steps taken to transform its board membership, mission, and bylaws to assume its new duties. A description of the plan and timeline for completing the transition and orienting the board to its new duties; ▪ If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be and represent it on the	If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, the applicant has indicated the following: ▪ Whether the existing nonprofit board governs the new school; ▪ The extent to which the school will be a new nonprofit corporation governed by a separate board; ▪ If the current nonprofit's board will govern the charter school, a description of the steps taken to transform its board membership, mission, and bylaws to assume its new duties. A description of the plan and timeline for completing the transition and orienting the board to its new duties; ▪ If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be and be represented on	If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, the applicant has clearly and decisively indicated the following: ▪ Whether the existing nonprofit board governs the new school; ▪ The extent to which the school will be a new nonprofit corporation governed by a separate board; ▪ If the current nonprofit's board will govern the charter school, a description of the steps taken to transform its board membership, mission, and bylaws to assume its new duties. A description of the plan and timeline for completing the transition and orienting the board to its new duties; ▪ If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be and be represented on	

	the applicant's organizational chart.	applicant's organizational chart.	the applicant's organizational chart.	the applicant's organizational chart.	
Overall	Overall, the applicant has demonstrated little or no understanding and capacity for board governance.	Overall, the applicant has demonstrated a minimal understanding and capacity for board governance.	Overall, the applicant has demonstrated an understanding and capacity for board governance.	Overall, the applicant has demonstrated a strong and thorough understanding and capacity for strong board governance.	
Evaluator: Notes, Strengths and Weaknesses					
Evaluator: Capacity Interview Questions					

Section 18: Advisory Bodies

	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Advisory Bodies	<p>The applicant has provided little or no description of any school advisory bodies or councils to be formed, nor explained the role(s), duties, and authority of each.</p> <p>The applicant has provided little or no description of the planned composition of the advisory body, the strategy for achieving that composition, nor the role of parents/guardians, students, and teachers (as applicable) and the reporting structure as it relates to the school's governing body and leadership.</p>	<p>The applicant has partially described any school advisory bodies or councils to be formed, and minimal inclusiveness of the role(s), duties, and authority of each.</p> <p>The applicant description of the planned composition of the advisory body, the strategy for achieving that composition, the role of parents/guardians, students, and teachers (as applicable), and the reporting structure as it relates to the school's governing body and leadership is limited in scope and lacks sufficient detail.</p>	<p>The applicant has described any school advisory bodies or councils to be formed, inclusive of the role(s), duties, and authority of each.</p> <p>The applicant described the planned composition of the advisory body, the strategy for achieving that composition, the role of parents/guardians, students, and teachers (as applicable), and the reporting structure as it relates to the school's governing body and leadership.</p>	<p>The applicant has clearly and comprehensively described any school advisory bodies or councils to be formed and provided a detailed explanation of the role(s), duties, and authority of each.</p> <p>The applicant clearly and thoroughly described the planned composition of the advisory body, the strategy for achieving that composition, the role of parents/guardians, students, and teachers (as applicable), and the reporting structure as it relates to the school's governing body and leadership.</p>	

Evaluator: Notes, Strengths and Weaknesses		
Evaluator: Capacity Interview Questions		

Section 19: Grievance/Complaint Process					
	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Grievance/ Complaint Process	The applicant has provided little or no description of the school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure or practice at the school, and how the final administrative appeal is heard by the governing board.	The applicant has partially described the established school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure or practice at the school, and how the final administrative appeal is heard by the governing board.	The applicant has described in detail the established school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure or practice at the school, and how the final administrative appeal is heard by the governing board.	The applicant has clearly and thoroughly outlined and provided in detail a parent and community friendly, culturally responsive school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure or practice at the school, and how the final administrative appeal is heard by the governing board.	
Evaluator: Notes, Strengths and Weaknesses					

Evaluator: Capacity Interview Questions		
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Section 20: District Partnerships					
	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
District Partnerships	There is little or no description of any proposed partnership agreement between the proposed charter school and the school administrative district (SAU) where the school is proposed to be located or no Attachment 15 , and/or Includes the terms of that agreement and/or partnership.	The applicant has provided a limited description of any district partnership activities and/or meetings during the application development process. If applicable, the applicant has provided any proposed partnership agreement between the proposed charter school and the school administrative district (SAU) where the school is proposed to be located (Attachment 15), and included the terms of that agreement and/or partnership.	There is a description of any district partnership activities and/or meetings during the application development process. If applicable, the applicant has provided any proposed partnership agreement between the proposed charter school and the school administrative district (SAU) where the school is proposed to be located (Attachment 15), and included the terms of that agreement and/or partnership.	There is a clear, thorough and detailed description and rationale for all district partnership activities and/or meetings during the application development process. If applicable, the applicant has provided any proposed partnership agreement between the proposed charter school and the school administrative district (SAU) where the school is proposed to be located (Attachment 15), and included the terms of that agreement and/or partnership.	
Evaluator: Notes, Strengths and Weaknesses					
Evaluator: Capacity Interview Questions					

Section 21: Education Service Providers (ESP)

	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Evidence of Prior Success	If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has not addressed the following: Evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.	If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has partially addressed the following: Evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.	If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has addressed the following: Evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.	If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has comprehensively and in detail addressed the following: Evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated population, including demonstrated academic achievement, successful management of nonacademic school functions.	
Draft Service Contract	The applicant has provided an incomplete copy of the draft service contract that is missing some or all of the following: (Attachment 17) <ol style="list-style-type: none"> Proposed duration of the service contract; Roles and responsibilities of the governing board, school staff, and ESP; Scope of services and resources to be provided by the ESP; Performance evaluations measures and timelines; Compensations structure, including clear identification of all fees to be paid to the ESP; Methods of contract oversight and enforcement; Investment disclosure; Conditions for renewal and termination of the contract. 	The applicant has provided a copy of the draft service contract that includes most of the following: (Attachment 17) <ol style="list-style-type: none"> Proposed duration of the service contract; Roles and responsibilities of the governing board, school staff, and ESP; Scope of services and resources to be provided by the ESP; Performance evaluations measures and timelines; Compensations structure, including clear identification of all fees to be paid to the ESP; Methods of contract oversight and enforcement; Investment disclosure; Conditions for renewal and termination of the contract. 	The applicant has provided a copy of the draft service contract that includes: (Attachment 17) <ol style="list-style-type: none"> Proposed duration of the service contract; Roles and responsibilities of the governing board, school staff, and ESP; Scope of services and resources to be provided by the ESP; Performance evaluations measures and timelines; Compensations structure, including clear identification of all fees to be paid to the ESP; Methods of contract oversight and enforcement; Investment disclosure; Conditions for renewal and termination of the contract. 	The applicant has provided a concise and detailed copy of the draft service contract that includes: (Attachment 17) <ol style="list-style-type: none"> Proposed duration of the service contract; Roles and responsibilities of the governing board, school staff, and ESP; Scope of services and resources to be provided by the ESP; Performance evaluations measures and timelines; Compensations structure, including clear identification of all fees to be paid to the ESP; Methods of contract oversight and enforcement; Investment disclosure; Conditions for renewal and termination of the contract. 	
Conflicts of Interest	The applicant has not disclosed or provided an explanation of any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.	The applicant has disclosed, though it is unclear from the explanation, if there are any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.	The applicant has disclosed and provided an explanation of any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.	The applicant has disclosed and provided an explanation of any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.	

Overall	The applicant does not provide evidence of the ESP's success with similar student populations or fails to submit a draft service contract. Key elements such as roles, scope, performance measures, or compensation are missing or incomplete.	The applicant provides limited evidence of the ESP's success or only partially addresses key elements of the draft service contract. Some components, such as performance evaluations or contract oversight, may be unclear or incomplete.	The applicant provides clear evidence of the ESP's success with similar student populations and submits a complete draft service contract (Attachment 17) that includes all required elements (duration, roles, scope, performance measures, fees, oversight, investment disclosure, and renewal/termination conditions).	The applicant provides thorough evidence of the ESP's success with similar student populations, including detailed academic and nonacademic outcomes. The draft service contract is comprehensive, with clear, well-defined roles, performance measures, and oversight mechanisms, as well as a transparent investment disclosure and detailed conflict-of-interest explanation.	
Evaluator: Notes, Strengths and Weaknesses					
Evaluator: Capacity Interview Questions					

Section 22: Staffing Plans, Hiring, Management, and Evaluation

	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Employer/ Employee Relationship	There is little or no description of the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, the explanation of the nature and purpose of the contracts is vague and/or not provided.	There is a description of the relationship that will exist between the proposed charter school and its employees, though the description does not sufficiently describe whether the employees will be at-will and whether the school will use employment contracts, and if the school will use contracts, the nature and purpose of the contracts.	There is a description of the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, there is an explanation of the nature and purpose of the contracts.	Overall, the applicant has demonstrated a strong capacity for hiring, managing and evaluating staff. This is convincingly demonstrated by the clear, detailed and comprehensive descriptions of the following staffing components. The relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts, and if the school will use contracts, there is an explanation of the nature and purpose of the contracts.	
Compensation	The applicant has provided little or no information regarding the proposed school's salary ranges and employment benefits for all employees, or any incentives or reward structures that are part of the compensation system. Additionally, there is little or no explanation of the school's strategy for retaining high-performing teachers.	The description of the proposed school's salary ranges and employment benefits for all employees, any incentives or reward structures that are part of the compensation system, and the school's strategy for retaining high-performing teachers is insufficient in detail and missing some information.	The applicant has outlined the proposed school's salary ranges and employment benefits for all employees, any incentives or reward structures that are part of the compensation system, and explained the school's strategy for retaining high-performing teachers.	The applicant has provided highly competitive salary ranges and employment benefits for all employees, and strong incentives or reward structures that are part of the compensation system and the school's strategy for retaining high-performing teachers.	
Recruitment	The applicant has provided little or no description of the school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan. There is an explanation of how this plan includes culturally inclusive hiring practices, other key selection criteria and any special considerations relevant to the school's design.	The description of the school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan is vague and unclear. The explanation of how this plan includes culturally inclusive hiring practices, other key selection criteria and any special considerations relevant to the school's design is limited in detail and lacks clarity in the actual hiring practices.	There is a clear description of the school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan, and an explanation of how this plan includes culturally inclusive hiring practices, other key selection criteria and any special considerations relevant to the school's design.	The school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan, and how this plan includes culturally inclusive hiring practices, other key selection criteria and any special considerations relevant to the school's design is comprehensive.	

Hiring/ Termination	The applicant has provided little or no information on the school's procedures for hiring and dismissing school personnel, including the process and timeline for conducting criminal background checks.	The school's procedures for hiring and dismissing school personnel, the process and timeline for conducting criminal background checks are lacking sufficient detail to determine appropriateness and viability.	The applicant has outlined in detail the school's procedures for hiring and dismissing school personnel, including the process and timeline for conducting criminal background checks.	The school's procedures for hiring and dismissing school personnel, including the process and timeline for conducting criminal background checks is detailed, comprehensive, and clear.	
Staffing Chart	<p>The applicant has provided little or no information on the staffing chart (Attachment 17) for the school (Commission template) with little or no notes or roster to identify the following:</p> <ul style="list-style-type: none"> ▪ Year one positions, as well as positions to be added during the five (5) year charter contract; ▪ Administrative, instructional, and non-instructional personnel; ▪ The number of classroom teachers, paraprofessionals, and specialty teachers; ▪ Operational and support staff. 	<p>The applicant has provided a limited and/or incomplete staffing chart (Attachment 17) for the school (Commission template) with insufficient notes and/or a roster to identify the following:</p> <ul style="list-style-type: none"> ▪ Year one positions, as well as positions to be added during the five (5) year charter contract; ▪ Administrative, instructional, and non-instructional personnel; ▪ The number of classroom teachers, paraprofessionals, and specialty teachers; ▪ Operational and support staff. 	<p>The applicant has provided a completed staffing chart (Attachment 17) for the school (Commission template) with accompanying notes or roster to identify the following:</p> <ul style="list-style-type: none"> ▪ Year one positions, as well as positions to be added during the five (5) year charter contract; ▪ Administrative, instructional, and non-instructional personnel; ▪ The number of classroom teachers, paraprofessionals, and specialty teachers; ▪ Operational and support staff. 	<p>The applicant has provided a comprehensive and complete staffing chart (Attachment 17) for the school (Commission template) with thorough notes or roster to identify the following:</p> <ul style="list-style-type: none"> ▪ Year one positions, as well as positions to be added during the five (5) year charter contract; ▪ Administrative, instructional, and non-instructional personnel; ▪ The number of classroom teachers, paraprofessionals, and specialty teachers; ▪ Operational and support staff. 	
School Leader Evaluation	There is little or no explanation for how the school leader and administrators will be evaluated each school year in accordance with the state accountability plan (PEPG). Leadership evaluation tool(s) are not provided.	There is a partial and incomplete explanation of how the school leader will be evaluated each school year in accordance with the state accountability plan (PEPG) and/or the evaluation tools are unclear.	There is an explanation of how the school leader will be evaluated each school year in accordance with the state accountability plan (PEPG). Leadership evaluation tool(s) are provided in Attachment 18 .	The applicant has provided a thorough description of how the school leader will be evaluated each school year in accordance with the state accountability plan (PEPG). Appropriate leadership evaluation tool(s) are provided in Attachment 18 .	
Teacher and Administrator Evaluation	There is little or no explanation of how teachers and administrators will be evaluated each school year in accordance with the state accountability plan (PEPG). There is little or no description regarding teacher evaluation tool(s) (Attachment 19).	The explanation of how teachers and administrators will be evaluated each school year in accordance with the state accountability plan (PEPG) is vague and lacks detail. It is unclear which teacher evaluation tool(s) and plan will be used (Attachment 19).	There is an explanation of how teachers and administrators will be evaluated each school year in accordance with the state accountability Plan (PEPG). Existing teacher evaluation tool(s) are provided (Attachment 19) or the applicant has indicated that the school intends to follow the state teacher evaluation plan.	The applicant has comprehensively described how teachers and administrators will be evaluated each school year in accordance with the state accountability Plan (PEPG). Teacher evaluation tool(s) and plans are provided (Attachment 19).	
Teachers Possessing Unique Qualifications	There is no explanation as to how determination will be made.	The explanation as to how eligibility will be determined is vague and/or incomplete.	A clear and complete explanation of the method being used to determine eligibility is provided.	A detailed comprehensive explanation of the method being used to determine eligibility is provided.	

Principal/Head of School Job Description	The job description is missing or incomplete. Key responsibilities, qualifications, or leadership expectations are not addressed.	The job description provides some detail on the responsibilities and qualifications for the Principal/Head of School but lacks clarity in certain areas.	The job description is clear, comprehensive, and outlines the Principal/Head of School's key responsibilities.	The job description is thorough and provides a detailed overview of the Principal/Head of School's role, with clear expectations. The qualifications, leadership skills, and desired experience are explicitly stated.	
Hiring and Recruitment Plan	The applicant does not provide a clear timeline, criteria, or process for recruitment and hiring. There is no mention of how the recruitment process will be culturally inclusive. Additionally, qualifications and resumes for identified leadership team members are not provided, or job descriptions and qualifications for unfilled positions are missing.	The applicant provides a basic timeline, criteria, and process for recruitment and hiring, but details are vague or incomplete. The plan for cultural inclusivity is briefly mentioned but lacks clear strategies. Some of the required documentation, such as qualifications and resumes for leadership team members or job descriptions for unfilled positions, may be incomplete or missing.	The applicant provides a clear and complete timeline, criteria, and process for recruitment and hiring. The plan for cultural inclusivity is well-defined and demonstrates a commitment to diversity. All required documentation (Attachment 19), including qualifications and resumes for identified leadership team members, as well as job descriptions and qualifications for unfilled positions, is provided and complete.	The applicant provides a comprehensive and well-organized timeline, criteria, and process for recruitment and hiring that includes specific strategies for ensuring cultural inclusivity throughout. The plan demonstrates proactive steps for attracting diverse candidates. All required documentation (Attachment 19) is thorough, including detailed qualifications and resumes for leadership team members, as well as clear, well-defined job descriptions and qualifications for each unfilled position.	
Overall	The applicant provides an incomplete or unclear staffing structure that does not align with the proposed educational program. Key roles and responsibilities are missing or poorly defined, and the staffing plan may not adequately support the educational needs of the school.	The staffing structure is somewhat aligned with the proposed educational program but lacks clarity or completeness. Some roles and responsibilities are defined, but there may be gaps in key areas or insufficient details about how the structure supports the educational goals.	The staffing structure is clear, complete, and generally aligns with the proposed educational program. The applicant outlines key roles and responsibilities, and the structure is designed to effectively support the school's mission and program.	Overall the applicant has provided a convincing description of a strong and viable staffing structure that is aligned to the proposed educational program.	
Evaluator: Notes, Strengths and Weaknesses					
Evaluator: Capacity Interview Questions					

Section 23: Professional Development

	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Responsible Parties	The person, position, or organization responsible for professional development has not been identified.	The person, position, or organization responsible for professional development has not been identified.	The person, position, or organization responsible for professional development has been identified.	The person, position, or organization responsible for professional development has been identified.	
Core Components	There is little or no description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.	The applicant has provided a limited description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.	There is a detailed description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.	There is a detailed and thorough description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.	
Schedule	The applicant has provided little or no information regarding the schedule (Attachment 20), and description of any specific professional development that will take place prior to school opening, and/or any description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Safety and child abuse training are not included in this description	The schedule (Attachment 20), and description of the professional development that will take place prior to school opening includes a limited description of what will be addressed during this induction period and/or limited description of how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Safety and child abuse training have limited inclusion.	The applicant has provided a schedule (Attachment 20), and description of any specific professional development that will take place prior to school opening, a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Safety and child abuse training are included in this description.	The applicant has provided a schedule (Attachment 20), and description of a comprehensive listing of specific professional development that will take place prior to school opening, a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Safety and child abuse training are included in this description.	

Time Allotments	The applicant has provided little or no description of the expected number of days/hours for professional development throughout the school year and/or how the school's calendar, daily schedule, and staffing structure accommodate this plan, the time scheduled for common planning and collaboration and the specifics of how this time will typically be used.	The applicant has provided a very limited expected number of days/hours for professional development throughout the school year and/or not described how the school's calendar, daily schedule, and staffing structure accommodate this plan, the time scheduled for common planning and collaboration and the specifics of how this time will typically be used.	The applicant has described the expected number of days/hours for professional development throughout the school year and how the school's calendar, daily schedule, and staffing structure accommodate this plan, the time scheduled for common planning and collaboration and the specifics of how this time will typically be used.	The applicant has described a plan with an abundant number of expected days/hours for professional development throughout the school year and how the school's calendar, daily schedule, and staffing structure accommodate this plan, the time scheduled for common planning and collaboration and the specifics of how this time will typically be used.	
Overall	The applicant provides little or no professional development plan. There is no clear strategy for supporting teaching and non-teaching staff. The plan is unstructured or unrealistic.	The applicant provides a basic professional development plan for teaching and non-teaching staff, but it lacks clarity and/or detail. The plan may be incomplete or only partially addresses staff needs.	The applicant provides a clear and achievable professional development plan for all teaching and non-teaching staff. The plan outlines opportunities for continued growth and development.	Overall, the applicant has demonstrated the provision of robust and achievable professional development for all teaching and non-teaching staff and leads to continued career growth and development.	
Evaluator: Notes, Strengths and Weaknesses					
Evaluator: Capacity Interview Questions					

Section 24: Facilities

	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Requirements	There is little or no description of the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.	There is insufficient detail and a limited description of the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.	There is a description of the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.	The applicant has provided a thorough and convincing description of the basic facilities requirements for accommodating the school as proposed, including the number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.	
Specialty Classroom Needs	There is little or no explanation of anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time.	There is an explanation of anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time, though it is limited in detail and unclear as to the need.	There is an explanation of anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time (i.e. science labs, art room, computer labs, library/media center, performance/dance room, auditorium, etc.).	The applicant has provided an explicit explanation of anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one.	
Administrative Office Needs	There is little or no description of the anticipated administrative/support space needs.	There is a description of the anticipated administrative/support space needs, including anticipated number of main office, satellite office, workroom/copy room, supplies/storage, teacher work rooms, etc., though it is limited in detail and unclear as to need.	There is a description of the anticipated administrative/support space needs, including anticipated number of main office, satellite office, workroom/copy room, supplies/storage, teacher work rooms, etc.	There is a thorough description of the anticipated administrative/support space needs, including anticipated number of main office, satellite office, workroom/copy room, supplies/storage, teacher work rooms, etc.	
Athletic Program Needs	There is little or no explanation and description if any of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc.	There is an explanation and description if any of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc., though the description is lacking the necessary detail to determine adequacy.	There is an explanation and description if any of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc.	The explanation and description of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc., is clear and complete, and supports the Educational Program Terms.	

Other Needs	The applicant has not identified or addressed any other significant facilities needs not already specified.	The applicant has mentioned and not provided sufficient information regarding any other significant facilities needs not already specified.	The applicant has identified any other significant facilities needs not already specified, for example: ADA, playground, large common space, and other special considerations (identify and explain).	The identification of any other significant facilities needs not already specified demonstrated a strong understanding of program needs.	
Steps Already Taken	There is little or no description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility.	There is a limited and vague description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc. It is unclear if these steps are sufficient.	There is a description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc.	The description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc. demonstrate the applicant's thorough understanding of the real estate market and tasks to be completed.	
MOU or Other Proof of Intent to Secure Facilities	There is little or no description of the facility including location, size, and amenities, if the applicant currently holds a facility or has an MOU or other proof of the commitment, and supporting documents providing details about the facility have not been provided.	If applicable, there is a limited description of the facility including location, size, and amenities. The applicant has provided in Attachment 21 proof of the commitment and supporting documents providing details about the facility.	If applicable, there is a description of the facility including location, size, and amenities. The applicant has provided in Attachment 21 proof of the commitment and supporting documents providing details about the facility.	A description of the facility including location, size, and amenities has been provided in Attachment 21 , along with proof of the commitment and demonstrable supporting documents providing details about the facility.	
Overall	The applicant provides no or minimal information about the facility requirements or lacks key details on space needs, specialty rooms, or athletic facilities. There is no mention of steps taken to identify or secure a facility.	The applicant provides basic facility requirements but lacks some details, such as specialty classrooms or athletic facilities. Steps for identifying or securing a facility are mentioned but not fully explained.	The applicant provides a clear description of facility needs, including classrooms, specialty rooms, administrative space, and athletic facilities. Steps for securing a facility are outlined, with details on brokers, consultants, and financing. Proof of facility commitment is provided if applicable (Attachment 21).	The applicant provides a comprehensive, well-organized plan for facility needs, including clear details on all spaces required (classrooms, specialty rooms, athletic facilities). The plan includes a thorough description of the steps taken to secure a facility, including specific brokers, consultants, renovation plans, timelines, and financing. Proof of facility commitment and supporting documents (Attachment 21) are provided.	
Evaluator: Notes, Strengths and Weaknesses					

Evaluator: Capacity Interview Questions		
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Section 25: Start-Up and Ongoing Operations

	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Start-Up Plan	The applicant has provided little or no information or a description of its start-up plan (Attachment 22) for the school.	The applicant has provided some or part of the start-up plan (Attachment 22) for the school, though it is missing tasks and lacks details in some or all of the required plans.	The applicant has provided a detailed start-up plan (Attachment 22) for the school, specifying tasks, timelines, and responsible individuals. Said plan is in alignment with the start-up budget.	The applicant has provided a clear, compelling, and detailed start-up plan (Attachment 22) for the school specifying tasks, timelines, and responsible individuals, and is in alignment with the start-up budget.	
Transportation Plan	The applicant has provided little or no information or a description of the school transportation plan.	The applicant has provided a limited description or insufficient detail for one, some, or all of the school transportation plan.	The applicant has provided a school transportation plan with arrangements for prospective students, daily transportation needs, and a description of how the school plans to meet transportation needs for field trips and athletic events.	The applicant has strong and demonstrated capacity for its school transportation plan.	
Safety and Security	The applicant has provided little or no information or a description of the Safety Plan and how that plan complies with all federal, state, county, and city health and safety laws.	The applicant has provided a limited description or insufficient detail for the safety and security plan for students, the facility, and property.	The applicant has provided a plan for the safety and security of students, the facility, and property, an explanation of how that plan complies with all federal, state, county, and city health and safety laws, and the types of security personnel, technology, equipment, and policies that the school will employ.	The applicant has strong and demonstrated capacity for its school safety and security plan.	
Student Records	The applicant provided little or no information.	The applicant provided a limited plan or name of software.	The applicant provided a plan and the name of the software.	The applicant provided a strong plan and the name of the software.	
Food Service	The applicant has provided little or no information or a description of the plans for food service and other significant operational or ancillary services.	The applicant has provided a limited description or insufficient detail for the plans for food service and other significant operational or ancillary services.	The applicant has outlined the plans for food service and other significant operational or ancillary services.	The applicant has strong and demonstrated capacity for its plans for food service and other significant operational or ancillary services.	

Insurance Coverage	The applicant has provided little or no information or a description of the types of insurance coverage the school will secure as identified in the Sample Contract § 12.1 (Attachment 23).	The applicant has provided a limited description or insufficient detail of the types and levels of insurance coverage the school will secure (Attachment 23).	The applicant has provided a list of the types of insurance coverage the school will secure (Attachment 23) including a description of the levels of coverage. The applicant has demonstrated that they have the coverage identified in the sample contract (including but not limited to workers compensation, unemployment compensation, general liability, property, indemnity, directors and officers, motor vehicle, and errors and omissions [Sample Contract § 12.1]).	The applicant has provided a list of the types and levels of insurance coverage (Attachment 23) the school will secure, and has demonstrated that they have exceeded the coverage identified in the sample contract (including but not limited to workers compensation, unemployment compensation, general liability, property, indemnity, directors and officers, motor vehicle, and errors and omissions [Sample Contract § 12.1]).	
Start-Up Staff	The applicant does not identify individuals who will lead the development of the school or fails to describe their full-time or nearly full-time roles. There is no plan for compensation provided.	The applicant identifies some individuals who will lead school development, but their roles and responsibilities are unclear or not fully described. A basic compensation plan is mentioned but lacks detail.	The applicant provides a clear description of the individuals (current or future) who will lead the development of the school on a full-time or nearly full-time basis. The compensation plan for these individuals is clearly outlined and aligns with their responsibilities.	The applicant provides a detailed description of the individuals responsible for leading school development, including their qualifications, roles, and full-time or nearly full-time commitment. The compensation plan is well-structured, transparent, and aligns with the scope of their responsibilities and qualifications.	
Overall	The applicant has demonstrated little to no understanding of the start-up procedures for a school.	Overall, the applicant has demonstrated with some evidence an understanding of start-up procedures and has demonstrated limited capacity to implement successfully.	Overall, the applicant has demonstrated with evidence a clear understanding of start-up procedures and has demonstrated the capacity to implement successfully.	Overall, the applicant has convincingly demonstrated with strong evidence a clear understanding of start-up procedures and has demonstrated capacity to implement successfully.	
Evaluator: Notes, Strengths and Weaknesses					
Evaluator: Capacity Interview Questions					

CATEGORY 6: FINANCIAL PLAN

Section 26: Financial Plan					
	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Systems, Policies, and Processes	There is little or no description of the systems, policies, and processes the school will use for financial planning, and/or how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements and no information in regard to the accounting software being used.	There is a limited or insufficient description of the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, and description of how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements, including the accounting software being used.	There is a description of the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements and what software will be used that will connect seamlessly to the Department of Education system.	The applicant has provided a detailed and comprehensive description of the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements, including the name of the software being used that connects seamlessly to the Department of Education system, which demonstrates a sound financial structure.	
Roles and Responsibilities	There is little or no description of the roles and responsibilities of the school's administration and governing board for school finances.	There is a limited or insufficient description of the roles and responsibilities of the school's administration and governing board for school finances and the distinction between each.	There is a description of the roles and responsibilities of the school's administration and governing board for school finances which distinguishes between each.	The applicant has provided a detailed and comprehensive description of the roles and responsibilities of the school's administration and governing board for school finances which clearly distinguishes between each.	
Audit Plans	There is little or no description of the plans and procedures for contracting an annual independent audit of the financial and administrative operations of the school, and/or little or no description of how the school will ensure financial transparency to the Commission and the public, or plans for public adoption of its budget and public dissemination of its annual audit and financial reports.	There is a limited or insufficient description of the plans and procedures for contracting an annual independent audit of the financial and administrative operations of the school, and/or insufficient details in the plans and procedures for conducting an annual independent and state audit of the financial and administrative operations of the school.	<p>The applicant has provided the plans and procedures for contracting an annual independent audit of the financial and administrative operations of the school.</p> <p>There is a description of how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report</p>	The applicant has provided a detailed and comprehensive description of the plans and procedures for contracting an annual independent audit of the financial and administrative operations of the school, and how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.	

Financial Plan Workbook	The applicant did not provide a completed Financial Plan Workbook (Attachment 24).	There is a Financial Plan Workbook (Attachment 24), though it is vague and missing information.	There is a completed Financial Plan Workbook (Attachment 24), which uses the per-pupil revenue guidance provided by the Commission.	There is a fully completed Financial Plan Workbook (Attachment 24), which uses the per-pupil revenue guidance provided by the Commission and demonstrates a sophisticated understanding of the school's finances.	
Budget Narrative	<p>The applicant has provided little or no detail in the budget narrative. It minimally or did not address:</p> <ul style="list-style-type: none"> ▪ Alignment with educational program ▪ Anticipated funding sources ▪ The school's contingency plan to meet financial needs ▪ Year one cash flow contingency 	<p>The applicant has provided a budget narrative description, though it lacks sufficient detail to determine its viability and/or the applicant has insufficiently addressed:</p> <ul style="list-style-type: none"> ▪ Alignment with educational program ▪ Anticipated funding sources ▪ The school's contingency plan ▪ Year one cash flow contingency 	<p>The applicant has provided a detailed budget narrative (Attachment 25) which includes a description of assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, and expenditures, the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising).</p> <ul style="list-style-type: none"> ▪ The applicant describes how it aligns and supports the implementation of the educational program. ▪ Anticipated funding sources: The applicant has indicated the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc., and described any restrictions on access to, or use of, any identified funding sources (including philanthropic) on which the school's core operation depends. (Attachment 26) ▪ There is an explanation of the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. ▪ There is a detailed description of year one cash flow contingency, in the event that revenue projections are not met in advance of opening. 	<p>The applicant has provided a detailed and comprehensive line item budget narrative (Attachment 25) which includes a description of assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, and expenditures, the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising).</p> <p>The description aligns to the educational program and clearly addresses:</p> <ul style="list-style-type: none"> ▪ The applicant describes how it aligns and supports the implementation of the educational program. ▪ Anticipated funding sources: The applicant has indicated the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc., and described any restrictions on access to, or use of, any identified funding sources (including philanthropic) on which the school's core operation depends. (Attachment 26) ▪ There is an explanation of the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. ▪ There is a detailed description of year one cash flow contingency, in the event that revenue projections are not met in advance of opening. 	
Fundraising Plan	Applicant has provided a fundraising plan (Attachment 27) with little to no demonstrable evidence of viability.	Applicant has provided a fundraising plan (Attachment 27), though it is limited in description and viability.	Applicant has provided a viable fundraising plan (Attachment 27).	Applicant has provided a comprehensive, viable, long term fundraising plan (Attachment 27).	

Established Organizations: Financial Statements	The applicant does not provide internal financial statements or fails to distinguish between school-level and overall organizational operations.	The applicant provides some financial statements but may not clearly separate school-level and overall operations or does not include all required financial documents (e.g., balance sheets, income statements).	The applicant provides the most recent internal financial statements, including balance sheets and income statements, clearly distinguishing between school-level and overall operations. (Attachment 28)	The applicant provides comprehensive, clear, and accurate internal financial statements, including balance sheets and income statements, with a clear distinction between school-level and overall operations. The provided statements are well-organized and complete. (Attachment 28)	
Established Organizations: Audits	The applicant does not provide independent financial audit reports or management letters, or the reports are incomplete or missing.	The applicant provides some audit reports, but may not include all three years or related management letters. Reports may lack clarity or completeness.	The applicant provides the last three years of independent financial audit reports and management letters (if applicable), clearly representing the organization and any related business entities. (Attachment 29)	The applicant provides comprehensive, clear, and complete independent financial audit reports and management letters for the last three years, including full details for the organization and any related business entities. (Attachment 29)	
Overall	The applicant does not demonstrate a clear understanding of the financial requirements, and the financial plan lacks detail or feasibility. There are concerns about the school's financial viability.	The applicant provides some financial details but lacks a comprehensive understanding of the financial requirements. The financial plan shows limited evidence of viability and sustainability.	The applicant provides a clear and detailed financial plan that demonstrates an understanding of the financial requirements for the school. The plan indicates adequate financial viability and includes a solid capacity for success.	Overall, the applicant financial plan indicates strong financial capacity. Overall, the applicant clearly demonstrates a thorough understanding of the financial requirements and a strong capacity for financial viability.	
Evaluator: Notes, Strengths and Weaknesses					
Evaluator: Capacity Interview Questions					

CATEGORY 7: EXISTING OPERATORS

Section 27: Existing Operators					
	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Growth Plans and Capacity	There is little to no description of the organization's growth plans and capacity to successfully support and execute that plan.	There is a description of the organization's growth plans and capacity to successfully support and execute that plan, including business plans to support anticipated growth, though it is limited and/or provides insufficient detail.	There is a detailed description of the organization's growth plans and capacity to successfully support and execute that plan, including business plans to support anticipated growth.	There is a detailed and compelling description of the organization's growth plans and capacity to successfully support and execute that plan, including business plans to support anticipated growth, which indicates a strong likelihood for continued capacity for growth.	
Portfolio Summary	The applicant has not completed or provided all requested information for each of the organization's schools (Attachment 30).	The applicant has completed <i>some requested</i> information for each of the organization's schools via the Portfolio Summary Template (Attachment 30).	The applicant has completed all requested information for each of the organization's schools via the Portfolio Summary Template (Attachment 30).	The applicant has completed all requested information for each of the organization's schools via the Portfolio Summary Template (Attachment 30).	
Authorized School Status Report	The applicant has not provided or addressed the status report regarding compliance with each preopening condition for applicants authorized to open a school in the 2019 school year and beyond, whether by the Commission or another authorizer.	The applicant has provided a status report regarding compliance with each preopening condition for applicants authorized to open a school in the 2019 school year and beyond, though it is limited in scope and/or provides insufficient detail.	The applicant has provided a status report regarding compliance with each preopening condition for applicants authorized to open a school in the 2019 school year and beyond, whether by the Commission or another authorizer.	The applicant has clearly and comprehensively demonstrated compliance with each preopening condition for applicants authorized to open a school in the 2019 school year and beyond.	
Closed and/or Non-Renewed School(s)	The applicant has not addressed or has not indicated that there are no school closures, revocations or non-renewals by any authorizer to report.	The applicant has partially addressed disclosure of schools that have been closed or non-renewed, or charters that have been revoked by any authorizer.	The applicant has either disclosed any schools that have been closed or non-renewed, or charters that have been revoked by any authorizer, or indicated that there are no school closures, revocations or non-renewals to report.	The applicant has reported that no schools have been closed, non-renewed, or had their charters revoked by any authorizer.	
Overall	The applicant does not demonstrate an understanding of the operations capacity needed for the school. The plan lacks clear organizational structure, leadership, or strategies for operational effectiveness, raising concerns about the school's ability to operate effectively.	The applicant provides a basic description of the operations capacity but lacks clarity or detail on organizational structure, leadership roles, and operational strategies. Some concerns remain about the school's long-term operational effectiveness.	The applicant provides a clear and feasible plan for operations, including a well-defined organizational structure, leadership roles, and strategies for ensuring operational effectiveness. The plan demonstrates the necessary capacity for successful school management.	The applicant demonstrates a strong and well-developed operations capacity, with a clear and effective organizational structure, strong leadership, and detailed strategies for ongoing operational success. The plan shows high potential for organizational effectiveness and long-term sustainability.	

Evaluator: Notes, Strengths and Weaknesses		
Evaluator: Capacity Interview Questions		

CATEGORY 8: TEAM CAPACITY

Section 28: Team Capacity					
	Ranking				
	Does Not Meet	Approaching	Meets	Exceeds	N/A
Leadership Team	The applicant does not clearly identify key leadership team members, or the identified individuals do not have a substantial, ongoing role in school development, governance, or management. There is insufficient detail about their responsibilities and qualifications.	The applicant identifies some key members of the leadership team but may not provide full clarity on their ongoing role in school development, governance, or management. Some key roles may be underdefined or missing.	The applicant clearly identifies key members of the leadership team, including individuals with substantial, ongoing roles in school development, governance, and management. Their responsibilities and qualifications are outlined.	The applicant provides a detailed and well-organized list of key leadership team members, clearly defining their substantial and ongoing roles in school development, governance, and management. The qualifications, responsibilities, and contributions of each individual are thoroughly explained.	
Team Qualifications	The applicant does not provide clear or sufficient qualifications for the leadership team in critical areas such as school leadership, curriculum, governance, finances, or other key areas. The team's capacity to successfully implement the school design is unclear.	The applicant provides qualifications for the leadership team but may lack full detail or depth in key areas such as performance management, cultural competence, or state/federal compliance. Some key team members' qualifications are underdeveloped or missing.	The applicant clearly describes the leadership team's qualifications in the key areas of school leadership, curriculum, performance management, cultural competence, family engagement, and more. The team is shown to have the necessary capacity to implement the school design successfully.	The applicant provides comprehensive, detailed descriptions of the leadership team's individual and collective qualifications across all critical areas. The qualifications reflect a deep understanding and experience in each area, demonstrating the team's strong capacity to successfully implement the school design and ensure its long-term success.	
Principal/Head of School Leadership	The applicant does not identify a principal/head of school candidate or provide a plan for recruiting a leader. There is insufficient evidence of the leader's qualifications, experience, or capacity to lead the school.	The applicant identifies a principal/head of school candidate but provides limited details about their qualifications, leadership experience, or ability to lead the school to success. The recruitment plan (if applicable) is incomplete or lacks clarity.	The applicant identifies a qualified principal/head of school candidate, clearly demonstrating their academic and organizational leadership experience. Evidence of cultural competence, capacity to serve the anticipated population, and ability to design and manage the school is provided. If no candidate is identified, the recruitment plan is clear, with a timeline, criteria, and process for selecting the school leader.	The applicant identifies a highly qualified principal/head of school candidate, with a strong track record in academic and organizational leadership. Specific evidence demonstrates the leader's ability to practice cultural competency, lead a high-performing charter school, and effectively serve the anticipated student population. If no candidate is identified, the recruitment plan is detailed, with clear timelines, well-defined criteria, and a strong strategy for selecting and hiring the ideal candidate.	

Leadership/Management Team Responsibilities	The applicant does not clearly define the responsibilities of the leadership/management team members beyond the principal/head of school. Roles are vague or missing, with unclear expectations for leadership responsibilities.	The applicant provides some description of the leadership/management team's responsibilities, but roles are not fully defined or lack detail. Key responsibilities may be missing or underdeveloped.	The applicant clearly outlines the specific responsibilities of each leadership/management team member beyond the principal/head of school. Roles and expectations are well-defined and aligned with the school's needs.	The applicant provides a detailed and comprehensive description of the leadership/management team's responsibilities, highlighting clear, distinct roles for each member. Responsibilities are well-aligned with the school's mission and operational needs.	
Partners in Planning and Development	The applicant does not identify any partners (organizations, agencies, or consultants) involved in planning or establishing the school, or fails to describe their roles and contributions.	The applicant identifies some partners but provides limited detail on their roles, contributions, or resources. Some partners may not be clearly aligned with the school's development needs.	The applicant clearly identifies organizations, agencies, or consultants involved in planning and establishing the school, providing a brief description of their current and planned roles, and any resources contributed or planned for contribution.	The applicant provides a detailed and well-organized list of partners, clearly defining each partner's role in planning and establishing the school. Contributions and resources are thoroughly described, demonstrating strong and effective collaboration with key partners.	
Overall	Overall, The applicant does not identify key leadership team members, a qualified principal/head of school, or relevant partners. There is insufficient detail about roles, responsibilities, or contributions.	The applicant identifies some key leadership team members and partners, but roles and responsibilities are not clearly defined or aligned with the school's needs. The principal/head of school candidate is weak or not provided, and recruitment plans lack detail.	The applicant identifies key leadership team members and a qualified principal/head of school with clear roles and responsibilities aligned with school needs. Partners' roles and contributions are described, and the recruitment plan (if applicable) is clear.	The applicant provides a detailed and well-organized description of the leadership team and principal/head of school candidate, with clearly defined roles, qualifications, and a strong capacity to lead the school. Partners' roles and contributions are thoroughly outlined.	
Evaluator: Notes, Strengths and Weaknesses					
Evaluator: Capacity Interview Questions					