# New School Application Rubric

This rubric should be used to evaluate each new school proposal. CSI Applicant Review Team members will consider the complete body of evidence (application, request for clarification responses, interview, presentation to CSI board, and community meeting) before finalizing the rubric. Please review the instructions below before using this rubric.

Within each application section (ex: A. Mission & Vision, B. Evidence of Need, Support, and Involvement, etc.), there may be one or more indicators for which to provide a rating. Please identify the **Rating** that best describes the extent to which the Applicant met expectations for opening and operating a quality school.

**The narrative included in the rubric reflects applications that meet the application review criteria, however, reviewers can rate each question and section using the following scale:**

* + - **Exemplary:** The response:
      * Represents a model of excellence that exceeds expectations.
      * Is comprehensive, detailed, and thoroughly addresses all aspects of the criterion.
      * Provides clear evidence of alignment with goals, best practices, and feasibility.
      * Includes robust, actionable strategies with strong rationale, data, and examples to demonstrate effectiveness.
    - **Meets:** The response:
      * Meets expectations with a clear and solid response.
      * Adequately addresses all or most aspects of the criterion with relevant details.
      * Provides evidence of alignment with goals and best practices but may lack depth in one or two areas.
      * Strategies and rationale are present but could be enhanced to provide additional clarity, specificity, or examples.
    - **Approaching:** The response:
      * Partially meets expectations but lacks clarity, detail, or completeness.
      * Addresses some aspects of the criterion but is vague or incomplete in critical areas.
      * Evidence of alignment with goals or best practices is limited or unclear.
      * Strategies are present but lack feasibility, rationale, or sufficient detail to ensure successful implementation.
* **Does Not Meet:** The response:
  + - * Fails to meet expectations and lacks critical components.
      * Is incomplete, unclear, or does not adequately address the criterion.
      * Provides little to no evidence of alignment with goals or best practices.
      * Strategies, if present, are vague, unsupported, or lack feasibility for successful implementation.
* **Application of the Scale**
  + - * Exemplary: Sets a high standard and demonstrates readiness for successful implementation.
      * Meets: Shows solid understanding and capability with room for minor improvement.
      * Approaching: Needs further refinement, detail, or support to meet the standard.
      * Does Not Meet: Requires significant work to address gaps and meet expectations.

Please utilize the **Overall Section Rating** to provide a holistic evaluation of the application that considers each indicator as well as the Applicant’s ability to present the plan for the proposed school clearly and comprehensively.

Please consider the following factors in your evaluation as well.

* + **Comprehensiveness**​: The new school proposal has all essential pieces of the school’s plan. (An application would not be considered comprehensive if a student recruitment plan is not discussed anywhere in the application, for example.)
  + **Support**​: All statements are backed up with data, citations, or expert testimony. (An application would not have adequate support if the application states that 100 parents would send their children to the proposed school but does not provide details to evaluate how the data was collected or whether it is reliable, for example.)
  + **Mission Alignment**: All pieces of the plan are working towards the same purpose. (An application would not have mission alignment if the application includes a character education program, but character education is neither a component of the mission nor is there a description of how character education will contribute to the academic purpose of the school described by the mission, for example.)
  + **Cohesion**​: All pieces of the plan are integrated together. (The application would be lacking cohesion if the number of students used in the budget is not the same as the number identified in the enrollment projections and doesn’t align with the narrative about class size, for example.)
  + **Capacity**: There is high likelihood that the individual and collective skillsets and experienced of proposed leadership, governing board members, staff and contractors can effectively implement the proposed plan with fidelity either through existing skills and expertise or through a thorough and timely plan to develop the necessary skills and expertise.
  + **Inclusiveness:** Each element of the school program is deliberately designed to be inclusive of all students, including students with special needs, multilingual learners, students who are academically struggling or advanced, students experiencing poverty, and any other population(s) specifically targeted in the mission. Each element of the school program identifies and addresses educational inequities.

Please utilize the **Recommendation Narrative** section to provide a general summary that aligns with the section’s ratings. The Recommendation Narrative should be bulleted, with full sentences, and include details from the application process when appropriate.

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|  | **Executive Summary and School Overview** | | | | | | | | | | | |
| 1a | School Overview | Not evaluated for quality | | | | | | |  | | Missing | |
|  | | Included | |
| 1b | Vision and Mission Statements | Vision and mission are clear, focused, and compelling, providing a strong purpose for the school. They align with CSI’s mission and focus on measurable educational outcomes. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 1c | Founding Team Capacity | Provides a comprehensive and convincing description of the founding team’s individual and collective expertise to execute the vision and mission, including capacity to manage the school’s educational program and operations. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| **Recommendation Narrative** | | |  | | | | | | | | | |
| **Section Rating** | | |  | Does Not Meet |  | Approaching |  | Meets | |  | | Exemplary |

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|  | **Evidence of Need, Support, and Involvement** | | | | | | | | | | | |
| 1 | Projected Enrollment | Comprehensive, data-driven  enrollment projections with clear rationale, including community needs assessment, geographic trends, and LOIs | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 2 | Target Student Population | Clearly identifies and justifies target student population, providing anticipated demographics aligned with the proposed community. Variances are explained with strong rationale. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 3 | Existing Educational Options | Thorough description of existing educational options, including school models, programmatic offerings, and key characteristics (e.g., extracurriculars, transportation). | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 4 | Academic Performance of Local Schools | Comprehensive review of achievement, growth, and readiness, including performance of specific student groups, aligned to proposed grade levels and community context. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 5 | Unique Educational Option | Clearly demonstrates how the school provides a unique educational option, addressing programming, curriculum, instruction, and capacity to meet student needs. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 6 | Community Engagement | Strong evidence of engagement with diverse stakeholders, including families and organizations. Clearly describes feedback integration, barriers, and ongoing support plans, with meaningful letters of support. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 7 | Letters of Intent to Enroll (LOI) | LOI data exceeds 100% of projected Year 1 enrollment, with clear alignment to proposed grade levels and geographic area. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 8 | Additional LOI Summary | Provides a clear and complete summary of additional LOI data, aligned with the proposed grades and enrollment plans. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 9 | LOI Form | Not evaluated for quality | | | | | | |  | | Missing | |
|  | | Included | |
| 10 | Family and Community Involvement | Comprehensive plan for building family-school-community partnerships, ensuring accessible opportunities for all families. Includes strategies to incorporate family voice in decision-making and strengthen support for learning. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| **Recommendation Narrative** | | |  | | | | | | | | | |
| **Section Rating** | | |  | Does Not Meet |  | Approaching |  | Meets | |  | | Exemplary |

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|  | **School Culture and Discipline** | | | | | | | | | | | |
| 1 | School Culture Description | Provides a clear, detailed, and compelling description of the school culture, explaining how it will foster a positive academic environment and reinforce intellectual and social development. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 2 | Establishing School Culture | Provides a comprehensive, actionable plan for establishing the culture for all stakeholders (students, teachers, administrators, parents) starting on Day 1. Draws on founding team’s extensive experience in building and sustaining school culture. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 3 | Social and Emotional Development | Detailed plan for social and emotional learning (SEL) includes a specific curriculum or approach aligned with student needs. Clear strategies ensure all students develop SEL skills. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 4 | Inclusive of Diverse Student Needs | Provides a detailed, actionable plan for creating an inclusive culture that meets the needs of diverse student populations, including special education, multilingual learners, gifted, and at-risk students. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 5 | Discipline Approach | Comprehensive discipline approach aligns with school culture and includes clear, positive, and culturally responsive practices. Balances incentives for positive behavior with penalties for infractions. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 6 | Rights of Students with Disabilities | Detailed explanation of how the school will protect the rights of students with disabilities in disciplinary actions, including a clear process for addressing disproportionality. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 7 | Due Process for Suspensions/ Expulsions | Comprehensive procedures for due process in suspensions and expulsions, including a detailed appeal process and a plan for providing services to expelled students. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 8 | Communication of Discipline Policy | Provides a clear, accessible plan for informing students and parents of the discipline policy, ensuring understanding and alignment with school culture. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 9 | Discipline Policy | Clearly aligns with state laws, prioritizes safety for students and staff, provides detailed due process (including appeals and IDEA compliance), and includes a robust plan for alternative education for expelled students | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 10 | Founding Team Capacity | Demonstrates extensive experience building school culture and implementing discipline approaches aligned with the proposed model. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| **Recommendation Narrative** | | |  | | | | | | | | | |
| **Section Rating** | | |  | Does Not Meet |  | Approaching |  | Meets | |  | | Exemplary |

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|  | **Education Program** | | | |
| 1 | School Model Summary | Provides a clear, detailed summary of the school model, including primary instructional methods, non-negotiable elements, and strong evidence supporting success with the target student population. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 2 | Basic Learning Environment | Clearly describes the learning environment, including classroom structure, class size, and alignment with the school model. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 3a | Curriculum Overview | Provides a thorough overview of the planned curriculum for the first five years, including rationale and evidence of effectiveness for targeted students. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 3b | Curriculum Summary | If curriculum if developed, provides a detailed summary of curricular choices (e.g., textbooks, materials) by subject, including strong rationale and evidence of appropriateness and effectiveness for the target student population. If not, provides a comprehensive plan for curriculum development, detailing responsible parties, resources, financial needs, and a clear timeline with key stages. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
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| 4 | Scope and Sequence | Provides a clear, detailed, and well-structured scope and sequence for one subject at each level (elementary, middle, high school), showing alignment to academic standards and appropriateness for the target population. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 5 | Curriculum Alignment | Clearly explains how the curriculum aligns with and supports the school model, ensuring coherence and fidelity to the mission. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 6 | Teaching and Instructional Philosophy | Provides a detailed, research-based instructional philosophy with clear implementation strategies and rationale aligned to the target population. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 7 | Differentiation of Instruction | Describes a comprehensive, research-based plan for differentiating instruction to address student needs, with a strong rationale for effectiveness. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 8 | Online Programming (if applicable) | Provides a clear, detailed plan for online/blended programming, including grade levels, instructional design, and compliance requirements. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 9 | Graduation Requirements (if applicable) | Provides a clear plan for meeting state graduation requirements, including ICAP implementation, aligned with the school’s goals. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 10 | Academic Calendar | Comprehensive annual academic calendar clearly aligned to the educational program and student needs. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 11 | Structure of School Day and Week | Detailed description of the daily and weekly schedule, including instructional time for core subjects, aligned to maximize student learning. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 12 | Start and Dismissal Times | Provides a clear, detailed draft calendar for the first year of operation, including the number of school days and hours of instruction, and demonstrates full compliance with statutory requirements. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 13 | School Calendar | Detailed description of the daily and weekly schedule, including instructional time for core subjects, aligned to maximize student learning. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 14 | Supplemental Programming | Provides a comprehensive plan for supplemental programming, including electives, summer school, interventions, and equitable access strategies. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
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| 15 | Equitable Access to Programming | Clearly describes strategies to ensure equitable access to supplemental programming, addressing barriers for all student populations. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 16 | Founding Team Capacity | Demonstrates extensive experience implementing the school model, curriculum, and instructional philosophy with evidence of prior success. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| **Recommendation Narrative** | | |  | | | | | | | | | |
| **Section Rating** | | |  | Does Not Meet |  | Approaching |  | Meets | |  | | Exemplary |

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|  | **Student Services** | | | | | | | | | | | |
| 1a | Plan to Serve Students with Diverse Needs | Provides a comprehensive plan for serving students with IEPs, 504 plans, multilingual learners, gifted students, and those at risk of academic failure. Plan includes detailed strategies for scope, sequence, scheduling, staffing, and resource allocation. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 1b | Adjustments for Diverse Student Needs | Clearly explains how the scope and sequence, daily schedule, staffing plans, and support strategies will be adjusted to meet the needs of all students. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 2 | Serving Students with Disabilities | Provides a detailed plan for identifying, serving, and supporting students with mild, moderate, and severe disabilities in the least restrictive environment. Includes specific programs, strategies, progress monitoring, and plans for graduation (if applicable). | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 3 | Serving Multilingual Learners (MLL) | Detailed plan includes robust methods for identifying MLL students, research-based instructional programs, equitable access strategies, and clear monitoring processes for success and exiting. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 4 | Supporting Students Below Grade Level | Comprehensive plan includes clear strategies, programs, and supports for identifying and assisting students performing below grade level, with a strong focus on progress monitoring and intervention. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 5 | Supporting Gifted Students | Provides a robust, research-based plan for identifying and enhancing gifted students’ abilities through instructional strategies, enrichment opportunities, and clear progress monitoring. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 6 | Founding Team Capacity | Founding team demonstrates extensive, relevant experience supporting diverse student populations, including students with IEPs, 504 plans, MLLs, gifted students, and those at risk of academic failure. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| **Recommendation Narrative** | | |  | | | | | | | | | |
| **Section Rating** | | |  | Does Not Meet |  | Approaching |  | Meets | |  | | Exemplary |

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|  | **Goals, Objectives, and Pupil Evaluation** | | | | | | | | | | | |
| 1 | School Goals | Clearly defined, measurable goals for academic, organizational, and financial performance, aligned with the school’s mission and accountability expectations. Includes specific measures and data sources for tracking progress. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 2 | State Accountability Goals | Provides clear, realistic goals for Year 1 and Year 2, aligned with the CDE School Performance Framework and state performance indicators (achievement, growth, and post-secondary readiness). | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 3a | Measuring Academic Progress | Comprehensive plan for measuring and evaluating academic progress at individual, cohort, and school levels throughout the year and annually. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 3b | Data Collection, Analysis, and Reporting | Clear, detailed plan for collecting, analyzing, and using academic achievement data to refine instruction and report progress. Identifies responsible positions/entities and includes strategies for professional development. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 4a | Interim Assessments | Clearly identifies interim assessments aligned with the school’s model, curriculum, performance goals, and state standards. Provides rationale for selected assessments. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 4b | K-3 Assessments (if applicable) | Identifies specific assessments for Kindergarten School Readiness and READ Act compliance, aligned with student needs. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 4c | Monitoring MLLs and IEPs (if applicable) | Provides a clear plan for assessments and progress monitoring tools for multilingual learners and students with IEPs, ensuring equity and access. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 5 | Corrective Action Plan | Comprehensive plan for corrective actions if performance goals are not met, including clear strategies for identifying opportunity gaps, informing professional development, instruction, and teacher evaluations. Includes a timeline, responsible parties, and potential adjustments. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 6 | Founding Team Capacity | Founding team demonstrates extensive experience in evaluation, assessment, and performance management, with clear examples of successful implementation. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| **Recommendation Narrative** | | |  | | | | | | | | | |
| **Section Rating** | | |  | Does Not Meet |  | Approaching |  | Meets | |  | | Exemplary |

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|  | **Budget and Finance** | | | | | | | | | | | |
| 1 | Budget | Provides a balanced budget each year that is based on realistic assumptions for revenue and expenditure and does not include uncommitted funds. Includes reasonable and adequate costs for included in the application and/or essential to the school implementing the proposed model with fidelity. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 2 | Financial Systems, Policies, and Processes | Provides a comprehensive, detailed description of financial systems, policies, and processes for planning, accounting, purchasing, and payroll. Strong internal controls are clearly outlined, ensuring compliance with financial reporting requirements and adherence to best practices. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 3 | Financial Transparency | Provides a detailed plan to ensure financial transparency, including public adoption of the budget, compliance with the Financial Transparency Act, and dissemination of the annual audit to the public. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 4 | Contingency Plan for Funding Challenges | Provides a robust, actionable contingency plan for addressing decreased funding or increased expenditures, including a minimum sustainable enrollment, clear timelines, and thresholds for determining Year 0 decisions. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 5 | Founding Team Capacity | Demonstrates extensive, relevant experience within the founding team in financial management, fundraising, governmental accounting, internal controls, and budgeting. Includes specific examples and/or personnel with proven expertise. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| **Recommendation Narrative** | | |  | | | | | | | | | |
| **Section Rating** | | |  | Does Not Meet |  | Approaching |  | Meets | |  | | Exemplary |

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|  | **Governance** | | | |
| 1 | Governance Structure | Provides a comprehensive description of the governance structure, clearly outlining the roles of the board, principal/head of school, advisory bodies, and committees. Includes detailed roles, duties, composition, reporting structure, and strategies to involve key stakeholders (parents, students, teachers). |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 2 | Board Composition, Powers, and Duties | Clearly describes board size, current and desired composition, powers, and duties. Identifies key skills, expertise, and constituencies needed to ensure educational and operational success. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 3 | Board Support for Success and Stakeholders | Demonstrates how the governance structure ensures the school’s educational and operational success. Provides clear plans for evaluating school performance and leadership and effectively representing stakeholders, including parents. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 4 | Board Formation and Selection | Provides a detailed description of board formation, member identification, and selection procedures. Highlights strong parental, educator, and community involvement in governance. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 5 | Board Skills and Recruitment | Clearly identifies key skills and areas of expertise currently on the board and provides a robust plan to recruit new members to address gaps and reflect key constituencies. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 6 | Board Capacity Building | Provides a detailed, actionable plan for board expansion and development, including recruitment timelines, priorities, orientation, and ongoing professional development for new and current members. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 7 | Ethical Standards and Conflict of Interest | Provides a detailed description of the board’s ethical standards and conflict of interest procedures. Identifies potential conflicts and outlines clear strategies for avoiding and mitigating conflicts. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 8 | Conflict of Interest Policy | Provides a comprehensive and well-drafted policy that clearly defines ethical standards, identifies potential conflicts of interest, and outlines procedures for disclosure, resolution, and enforcement in alignment with best practices and legal requirements. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 9 | Compliance with Legal Requirements | Provides a clear, thorough plan for ensuring compliance with the Colorado Open Meetings Law, Public Record Act, and FERPA. Timelines for formal meetings are identified as needed. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 10a | Board member matrix | Provides a complete and accurate matrix, including all board members, terms, positions, and a clear list of competencies. Competencies are appropriately assigned to members, and needed competencies are clearly identified for vacant positions. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 10b | Resumes of board members | Provides a complete and organized file for each board member, including detailed resumes that clearly outline qualifications, professional experience, and relevance to competencies identified in the board membership matrix. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 10c | Board member agreement | Provides a complete, signed agreement for all board members that clearly outlines expectations, roles, and responsibilities, including a robust conflicts of interest clause aligned with best practices and legal requirements. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 10d | Board bylaws | Provides comprehensive, well-drafted bylaws that clearly address all required elements, including election/appointment process, criteria, size, terms, duties, meeting requirements, voting procedures, roles, committees, removal, and conflicts of interest (or reference to a standalone policy). |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 10e | Articles of Incorporation | Not evaluated for quality |  | Missing |
|  | Included |
| 10f | Enrollment policy | Provides a comprehensive enrollment policy fully aligned with state law, including clear eligibility criteria, admissions timeline, selection process, and a robust plan for outreach and recruitment to ensure diversity reflective of the community. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |

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| 10g | Grievance policy | Provides a clear, detailed grievance policy aligned with the CSI Grievance Policy, including a well-defined multi-tiered process, a clear explanation of the board’s role in resolving complaints, and accessible procedures for all stakeholders. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 10h | Requested waivers | Provides a complete and detailed waiver request template, clearly describing each waiver, its rationale, and alignment with the school’s mission and goals, with examples of how the waiver will benefit the school. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 11 | Founding Team Capacity | Founding team demonstrates extensive, relevant experience in governance, with clear qualifications and evidence of successful governance in previous roles. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| **Recommendation Narrative** | | |  | | | | | | | | | |
| **Section Rating** | | |  | Does Not Meet |  | Approaching |  | Meets | |  | | Exemplary |

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|  | **Operations** | | | |
| 1 | Data Systems and Management | Provides a detailed plan for maintaining student and staff data, including clear identification of systems, roles, and comprehensive training (in-house/contracted) to ensure compliance with state and federal requirements. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 2 | Organizational Structure and Staffing Plan | Comprehensive staffing plan includes Year 1 and future roles, qualifications, ratios, and alignment to curriculum. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 3 | Organizational Chart | Provides clear, detailed organizational charts for both the first and fifth years of operation, illustrating roles, responsibilities, and reporting relationships aligned with the school’s mission and growth plan. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 4 | Senior Leadership and Staff Relationships | Clearly explains the structure for managing relationships between leadership and staff. Includes teacher-student and adult-student ratios that align with best practices. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 5 | Leadership Team Identification | Identifies key leadership members and their substantial roles in governance, management, and operational success. Clearly aligns their responsibilities with the school’s goals. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 6 | Staff Recruitment, Selection, and Onboarding | Provides a detailed plan with timelines for recruitment, outreach, selection priorities, and onboarding processes aligned with the school model and mission. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 7 | Staffing for Exceptional Students | Provides a clear plan to ensure adequate, qualified staffing to meet the needs of exceptional students, citing staffing models, ratios, and relevant agreements or MOUs. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 8 | School Leader Identification | If identified, leader’s selection process and qualifications are clearly explained, aligned with the school model and goals. If not identified, provides a robust recruitment timeline and leadership profile. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 9a | Leader Support, Development, and Evaluation | Provides a clear plan for supporting, developing, and evaluating the school leader annually, including tools and alignment with school goals. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 9b | Teacher Support, Development, and Evaluation | Comprehensive plan for ongoing teacher support, professional development, and evaluation, with alignment to school goals and identified teacher needs. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 10 | Evaluation process | Provides a comprehensive, detailed evaluation process for both school leaders and educators, fully aligned with the school’s mission, model, and SB 10-191. Includes clear criteria, metrics, and feedback mechanisms to support growth and effectiveness. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 11 | Start-Up Plan | Provides a detailed, actionable start-up plan with clear tasks, timelines, and responsibilities to ensure readiness for school opening. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 12 | Professional Development | Comprehensive plan for selecting professional development activities during Year 0 and Year 1, ensuring alignment with the program, community, and staff needs. Includes strategies to address inequities. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 13 | Facility Needs Assessment | Provides a detailed facility needs assessment aligned with the educational model, including classrooms, space requirements, costs, and compliance plans. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
|  | Exemplary |
| 14 | Proposed Locations (if applicable) | Clearly identifies proposed locations aligned with the school design and intended population, provides a strong rationale for site selection, aligns with the facility needs assessment, and includes detailed plans to ensure ADA compliance. |  | Does Not Meet |
|  | Approaching |
|  | Meets |
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| 15 | Facility Identification and Process | If a facility is identified, provides proof of commitment (e.g., MOU) with a detailed description of the facility, including location, size, amenities, and up to 10 pages of supporting documentation demonstrating compliance with state, local, and authorizer health and safety requirements. If not, provides a detailed, well-documented process for identifying and securing a facility, including roles (school staff, board members, contractors), brokers/consultants involved, plans for renovations, timelines, and financing partners. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
|  | | | |
| 16 | Safety and Security Plan | Comprehensive safety and security plan for students, facilities, and property, including personnel, technology, policies, and clear implementation strategies. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 17 | Transportation Plan | Provides a clear transportation plan with options for students, including underserved populations. Includes costs, insurance, routes, and safety measures. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 18 | Food Services Plan | Provides a detailed plan for food services, including options, vendor relationships, student support strategies, and compliance with federal/state requirements. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 19 | Founding Team Capacity | Founding team demonstrates extensive experience and qualifications in staffing, professional development, operations, and facilities acquisition/management. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| **Recommendation Narrative** | | |  | | | | | | | | | |
| **Section Rating** | | |  | Does Not Meet |  | Approaching |  | Meets | |  | | Exemplary |

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| **Addenda (as needed)** | | | | | | | | | | | | |
| 1 | Homeschool | The applicant demonstrates a compelling need and thorough understanding of the considerations and requirements in developing and operating a homeschool program. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 2 | Preschool | The applicant demonstrates a compelling need and thorough understanding of the considerations and requirements in developing and operating a public preschool program. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 3 | Online | The applicant demonstrates a thorough understanding of the considerations and requirements in developing and operating an online school. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 4 | AEC | The applicant demonstrates a compelling program to serve high-risk students that provides at least two of the following: a high-quality college and career ready instruction, builds college and career- ready skills, and provides appropriate supports for students in the first year of postsecondary enrollment. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| 5 | ESP | The applicant demonstrates the effectiveness of the proposed EMP academically, operationally, and financially. | | | | | | |  | | Does Not Meet | |
|  | | Approaching | |
|  | | Meets | |
|  | | Exemplary | |
| **Recommendation Narrative** | | |  | | | | | | | | | |
| **Section Rating** | | |  | Does Not Meet |  | Approaching |  | Meets | |  | | Exemplary |

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| **Overall Recommendation** |
| **Recommendation**  Approve  Deny |
| **Proposed Conditions** (to be fulfilled before execution of the contract and based on identified weaknesses in the proposal) |
| **Proposed Milestones** (to be fulfilled after execution of the contract and before the opening of the school and based on identified weaknesses in the proposal) |