

Thomas B. Fordham Foundation Charter School Application Evaluation Rubric – Individual

Evaluator name:

Name of non-profit school board:

Name of proposed school:

Directions

A team of evaluators will review applications and interview applicants. Evaluation Teams are comprised of evaluators with experience and expertise in a variety of fields, including but not limited to curriculum and instruction, special student populations, law, governance, management, leadership, finance, school start-up, and policy.

Evaluators will use the following Evaluation Rubric to rate applicant responses to the questions in the Request for Application. Within each section, specific criteria define the expectations for an excellent response that 'Meets the Standard.' Your rating and accompanying comments for the section should apply and reference those criteria.

The following definitions should guide your ratings:

Rating Characteristics

Meets the Standard:

The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to operate; and inspires confidence in the applicant's capacity to carry out the plan effectively.

Approaches the Standard:

The response meets the criteria in many respects, but lacks detail and/or requires additional information in one or more areas.

Partially Meets the Standard:

The response meets the criteria in some respects but has substantial gaps in a number of areas.

Does Not Meet the Standard:

The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.

Use the 'Strengths' area to identify notable positive aspects of the response. Use the "Concerns and Additional Questions" area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Use "Interview Questions" to list questions for the applicant. Always reference relevant sections and/or page numbers, and do not phrase feedback in "Strengths" or "Concerns" as questions. Assign a rating of "Meets", "Approaches", "Partially" or "Does Not Meet" for each section; do not assign an overall rating to the final summary.

Complete the components of each section first; complete each section's summary last. Complete the overall summary after all other sections have been completed.

Your comments and evidence are at least as significant as your rating.

PART I – EDUCATION PLAN

Education Plan: A.1.

A.1. Mission, Vision, and Educational Philosophy

A strong application will include:

State the school's mission and briefly present the vision for how the school will operate. Describe the school's educational foundation and the culture or ethos. Include an overview of the instructional methods and any research or experience that indicates why this approach was chosen given the anticipated student population.

Rating for this section (Check only one):

Meets the Standard	Approaches the Standard	Partially Meets the Standard	Does Not Meet the Standard

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Education Plan: A.2.

A.2. Geographic Boundaries

A strong application will include:

Pursuant to 3314.03(A)(19), Please describe which of the following options the school will choose.

(a) Prohibit the enrollment of students who reside outside the district in which the school is located;

(b) Permit the enrollment of students who reside in districts adjacent to the district in which the school is located;

(c) Permit the enrollment of students who reside in any other district in the state.

Rating for this section (Check only one):

Meets the Standard	Approaches the Standard	Partially Meets the Standard	Does Not Meet the Standard

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Education Plan: A.3.

A.3. Curriculum and Instruction

A strong application will include:

Provide a description of the curriculum to be used by the school, including measurable objectives and subject area content and skills for each grade level.

Explain how the chosen curriculum aligns with the Ohio content standards.

Discuss the specific instructional strategies that will be relevant or necessary to ensure successful implementation of the curriculum, such as classroom-based or independent study, class size, class structure, and teaching methods.

In addition, describe how the program will meet the needs of the at-risk students to be served. Provide evidence that the proposed curriculum is research-based and has been or will be effective with the student population you plan to serve.

Include in Attachments: For core subjects, include sample lessons from two different grade levels (**Attachment A**) that illustrate strategies for implementation of the curriculum consistent with the mission and educational philosophy of the school.

Rating for this section (Check only one):

Meets the Standard	Approaches the Standard	Partially Meets the Standard	Does Not Meet the Standard

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Education Plan: A.4.

A.4. Target Population

A strong application will include:

Describe the anticipated population of the school and how the proposed mission, curriculum, teaching methods and services align with the educational needs of that population. Discuss the leadership team's experience serving similar student populations.

Rating for this section: (Check only one)

Meets the Standard	Approaches the Standard	Partially Meets the Standard	Does Not Meet the Standard

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Education Plan: A.5.

A.5. School Calendar and Daily Schedule

A strong application will include:

Complete the table provided.

Include in Attachments: Provide the school's proposed calendar (**Attachment B**) showing the number of days the school will be in session and two sample daily class schedules (**Attachment C**) showing daily hours of operation and allocation of time for core instruction, supplemental instruction, extra-curricular activities, and after-school activities, as applicable.

Rating for this section: (Check only one)

Meets the Standard	Approaches the Standard	Partially Meets the Standard	Does Not Meet the Standard

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Education Plan: A.6.

A.6. Special Student Populations

A strong application will include:

Articulate the school's philosophy regarding educating special student populations, including but not limited to strategies for their recruitment, retention, and support.

Describe the school's plans for identifying and successfully serving the following students in order to comply with applicable laws and regulations: students with disabilities, students with Limited English Proficiency (LEP), homeless students, and gifted and talented students

Explain specifically:

- how these students will be identified,
- how the school will develop plans for their education,
- how their progress will be monitored, and
- how the school has budgeted and staffed to meet those responsibilities.
- In addition, explain how the school's curriculum and approach to instruction will be designed or adapted to serve those students.

Rating for this section: (Check only one)

Meets the Standard	Approaches the Standard	Partially Meets the Standard	Does Not Meet the Standard

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Education Plan: A.7.

A.7. School-Specific Goals and Objectives

A strong application will include:

Identify key academic, financial, operational and governance goals for which the school plans to hold itself accountable. Explain how these performance standards align with the school's mission and proposed educational program.

Provide the school's policy and plan for reporting performance goals to parents, community, local school board, and Sponsor as required by law.

Well-developed goals will be SMART (i.e., specific, measurable (based on identified indicators, expected performance levels and a reliable measurement instrument), ambitious and attainable, relevant, time bound).

Rating for this section: (Check only one)

Meets the Standard	Approaches the Standard	Partially Meets the Standard	Does Not Meet the Standard

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Education Plan: A.8.

A.8. Assessment

A strong application will include:

All charter schools are required to administer state-standardized assessments. Indicate any *additional* assessments the proposed charter school will administer.

Describe the school's approach to assessment. Explain how the school will evaluate progress of individual students, cohorts over time, and the school as a whole. Describe how the school will use interim assessments and the task to gauge student learning and modify instruction. Indicate the person(s), position(s) and/or entities that will be responsible and involved in the collection and analysis of assessment data.

Describe the school's policies and criteria for promotion and retention of students.

Describe the feedback cycle for staff.

Rating for this section: (Check only one)

Meets the Standard	Approaches the Standard	Partially Meets the Standard	Does Not Meet the Standard

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Education Plan: A.9.

A.9. School Climate and Discipline

A strong application will include:

Discipline

Describe the strategies the school will employ to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals, incorporates research-based discipline practices such as positive behavior interventions.

Explain the school's student behavior philosophy and discipline policy or code of conduct for both the general student population and for students with special needs.

Co-Curricular/Extracurricular Programs

Describe any co-curricular or extracurricular programs and how they will be funded and delivered. If fees are to be charged to students – co/extra-curricular programs or otherwise – describe the fees (amount, use, and any consequences for non-payment) and the process by which students may apply for a hardship waiver.

Include in Attachments: The full discipline policy should be included with procedures and policies for implementing alternative instruction (**Attachment D**).

The policy should address the consequences (or range of consequences); due process procedures; the individuals responsible for carrying out the discipline policy and escalation process. Include school's plan for students who have been suspended, expelled or will be out of school for more than ten days.

Indicate how the school staff will be educated about and trained to implement the policy.

Rating for this section: (Check only one)

Meets the Standard	Approaches the Standard	Partially Meets the Standard	Does Not Meet the Standard

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Education Plan: A.10.

A.10. Prior Success in Raising Student Achievement

A strong application will include:

Please describe the prior success of the developer in improving student achievement.

Rating for this section: (Check only one)

Meets the Standard	Approaches the Standard	Partially Meets the Standard	Does Not Meet the Standard

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Part I - Education Plan
Evaluator Summary

Summarize the strengths and concerns listed in this section and assign a rating.

Summary:

Education Plan Rating (Check only one):

Meets the Standard	Approaches the Standard	Partially Meets the Standard	Does Not Meet the Standard

PART II – ORGANIZATIONAL PLAN

Organizational Plan: B.1.

B.1. Governing Body

A strong application will include:

A description of the governing board, including its history, current operation, and its view of the relationship between the board and school leader, and the board an education management entity (if using).

Discuss any training the board plans to obtain, including a timetable, topics to be addressed and requirements for participation.

Rating for this section: (Check only one)

Meets the Standard	Approaches the Standard	Partially Meets the Standard	Does Not Meet the Standard

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Organizational Plan: B.2.

B.2. Governing Board Composition

A strong application will include:

List the members of the proposed governing board including their names, current employment, relevant experience or qualifications for serving on the board including, but not limited to, their relationship to the community in which the school will be located. Roster of Key Contacts will be completed.

Describe the schools plan to recruit, train and retain new board members.

Include in Attachments: For each proposed governing board member, the application should include **(Attachment I)** a resume.

Rating for this section: (Check only one)

Meets the Standard	Approaches the Standard	Partially Meets the Standard	Does Not Meet the Standard

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Organizational Plan: B.3.

B.3. Management and Operations

A strong application will include:

Describe the organizational structure of the school and its day-to-day operation.

Explain the management roles and responsibilities of key administrators with respect to:

Instructional leadership

Curriculum development and implementation

Personnel decisions

Budgeting

Financial management

Compliance

Any special staffing needs.

Discuss how the school will handle back office support, including state data entry.

Describe the primary responsibilities for each key management position and critical skills or experience that will be priorities for fulfillment of those responsibilities. Give particular attention to the roles, responsibilities and actual or desired qualifications of the school leader.

Discuss plans for recruitment and selection of the school leader if not already identified. Discuss plans for evaluation of the school leadership, the plan for handling unsatisfactory leadership performance, and process for leadership changes and turnover.

Include in Attachments: Provide desired qualifications, credentials and resume (if selected) of principal candidate (**Attachment J**).

Include in Attachments: Attach an organizational chart (**Attachment K**) that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, staff, any related bodies (e.g., advisory bodies or parent and teacher councils), and any external organizations that will play a role in managing the school.

Rating for this section: (Check only one)

Meets the Standard	Approaches the Standard	Partially Meets the Standard	Does Not Meet the Standard

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Organizational Plan: B.4.

B.4. Staffing and Human Resources

A strong application will include:

Specify plans for staff recruitment, selection, and evaluation for the proposed charter school. Include job descriptions for all staff members, employment benefits offered, salary ranges for all employees, plans for collective bargaining, if applicable.

Explain how the nonprofit governing board and school administration would handle unsatisfactory staff performance, as well as staff changes and turnover.

Include in Attachments: Include a staffing chart for the school's first year, and a staffing plan for the term of the charter (**Attachment L**).

Discuss how the plan supports sound operation and successful implementation for the school's educational program.

Include in Attachments: Attach a copy of the proposed school personnel policy regarding teachers (**Attachment M**).

Rating for this section: (Check only one)

Meets the Standard	Approaches the Standard	Partially Meets the Standard	Does Not Meet the Standard

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Part II – Organizational Plan
Evaluator Summary

Summarize the strengths and concerns listed in this section and assign a rating.

Summary:

Organizational Plan Rating: (Check only one)

Meets the Standard	Approaches the Standard	Partially Meets the Standard	Does Not Meet the Standard

Part III – BUSINESS PLAN

Business Plan: C.1.

C.1. Budget

A strong application will include:

Include in Attachments: Complete items 1 through 4 listed below for the proposed school.

- 1) Budget Form 1: Start-up Budget with Assumptions
- 2) Budget Form 2: First Year Budget with Assumptions
- 3) Budget Form 3: First Year Monthly Cash Flow Projection with Assumptions for monthly changes
- 4) Budget Form 4: Five Year Budget Plan with Assumptions for yearly changes

Microsoft Excel format provided (**see Appendix 4: Sample Budgets and Budget Template**).

The budget must indicate the amount and source of the funds, property, or other resources expected to be available through these outside sources. The budget should also indicate which funds, property or resources are secured and which are anticipated.

Detailed assumptions of the calculations used to estimate revenues and expenditures must be included for each line item. (**Attachment T**)

Include in Attachments: Provide a letter of commitment from any outside source (e.g., banks, lending institutions, corporations, foundations, grants, etc.) from which you are receiving funds, property, or resources. Letters of commitment should indicate when the funds, resources or property were secured or when they are anticipated.

Rating for this section: (Check only one)

Meets the Standard	Approaches the Standard	Partially Meets the Standard	Does Not Meet the Standard

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Business Plan: C.2.

C.2. Financial Management

A strong application will include:

Describe the systems and procedures for managing the school's finances and identify the staff position(s) that will be responsible for financial oversight and management, as well as their relevant qualifications to manage this work. Describe how the school's finances will be managed and describe any services that will be obtained from an independent Certified Public Accountant.

The response should include, among other things, the school's plan in the following areas.

Preparation and plans for an annual fiscal audit.

How the financial and accounting plan will be sufficient to provide an accurate accounting of all finances including property and, be in accordance with generally accepted standards.

Development and dissemination of an annual financial report.

Development and dissemination of monthly financial reports.

Recommended insurance for the school, its board, and staff.

If the applicant plans to use an education management entity (e.g., EMO or CMO), please attach the last three years of the entity's audited financial statements.

Rating for this section: (Check only one)

Meets the Standard	Approaches the Standard	Partially Meets the Standard	Does Not Meet the Standard

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Business Plan: C.3.

C.3. Transportation/Food Service/Other Partnerships

A strong application will include:

State whether the school intends to provide transportation for students. If so, describe the transportation plan for all students, including those with special needs, and explain budget revenue and expenditure assumptions.

Describe the school's plans for providing food service.

Indicate the accessibility and types of health services that will be provided.

Explain any other partnerships or contractual relationships central to the school's operations or mission.

Rating for this section: (Check only one)

Meets the Standard	Approaches the Standard	Partially Meets the Standard	Does Not Meet the Standard

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Business Plan: C.4.

C.4 Insurance

A strong application will include:

Include in Attachments: Provide a quote/letter that describes the level of insurance coverage that will be obtained (**Attachment R**).

Guidance

See Appendix 6 for Insurance Requirements.

Rating for this section: (Check only one)

Meets the Standard	Approaches the Standard	Partially Meets the Standard	Does Not Meet the Standard

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Business Plan: C.5.

C.5 Pre-Opening Plan

A strong application will include:

Provide a Pre-Opening Plan that documents key tasks to be completed between approval of the application and opening of the school. Be sure to address the process for securing strong school leadership, effectively engaging the school's stakeholders (parents, the community, and teachers), and garnering their meaningful support for the school. Include a schedule for initiation, development and completion of those tasks, identify primary responsibility by individual or position, and document anticipated resource needs

Include in Attachments: Timelines and schedules for Pre-Opening may be included under **Attachment S**.

Rating for this section: (Check only one)

Meets the Standard	Approaches the Standard	Partially Meets the Standard	Does Not Meet the Standard

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Part III – Business Plan
Evaluator Summary

Summarize the strengths and concerns listed in this section and assign a rating.

Summary:

Organizational Plan Rating: (Check only one)

Meets the Standard	Approaches the Standard	Partially Meets the Standard	Does Not Meet the Standard

Overall summary