Part II: Narrative (109 Points)

The rubric in Part II has criteria that will be used by reviewers to evaluate the application as a whole for a total of 100 points. Priority points will be applied for applicants demonstrating they meet the criteria for each, allowing for a total possible score of 109 points. In order for the application to be recommended for funding, applicants must score at least 88 points out of the possible 109 points and all required parts must be addressed.

If more schools meet the criteria to be funded than there are funds available, applications will be ranked to make final decisions about which schools are funded. Should additional funds remain, applications that score below 88 points may be asked to submit revisions that would bring the application up to a fundable level.

Part III: Rubric

A. Grant Project Goals

Identify 3-5 grant project goals and *justify* each goal in terms of its value in supporting the planning and implementation of your proposed school.

Be sure to align your budget to your project and **ensure** that all planned grant spending, including future revisions to your budget, fit clearly within one of your stated project goals.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
Each grant project goal is a quality goal and the set of goals fulfill minimum content requirements, to include: • Grant project goals are specific, measurable, action-oriented, realistic, relevant, time-bound, and include targets. Goals may be similar or identical to the school's mission-specific goals; however, they must directly correspond to the proposed subgrant budget line items;	0	3	6
There is clear alignment among grant project goals, and the overall mission and goals of the school. • Each grant project goal aligns with the mission and vision for the school. • Each grant project goal has a **justified** purpose that supports the school in reaching performance goals. • All grant measures and metrics for targeted student populations are appropriately rigorous.	0	3	6
		TOTAL POINTS	**/12**

Reviewer Comments – Grant Project Goals:

B. Educational Philosophy, Key Design Elements, and School Culture

Fully *describe and justify* the design of the academic program in terms of the educational philosophy, key elements of the program, and how school culture is developed.

Be sure to include key design elements, and rationale for why this education model was chosen and how it will produce strong outcomes for the unique community and student population the school will be located within.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
Explains key design elements for the educational model. • Identifies and clearly articulates the school's educational philosophy, school culture and classroom design, behavioral expectations, enrichment programs, electives, and other relevant factors that will impact classroom instruction. • Research-based, and widely accepted best practices support the educational philosophy of the school and its outlined goals and student outcomes.	0	2	4
Justifies how key elements and design have been chosen to utilize autonomies and flexibilities granted to charter schools under state statute to create programs that meets the unique needs of the school's anticipated demographics. Demonstrate innovations the school will employ due to this flexibility.	0	2	4
Explains how the school culture is developed to produce a high degree of student, parent and teacher satisfaction. Provides specific examples which demonstrate a positive school culture.	0	2	4
		TOTAL POINTS	/12

Reviewer Comments – Educational Philosophy, Key Design Elements and School Culture

C. Curriculum, Instructional Strategies, and Technology Fully describe and justify the instructional practices and curriculum that will be utilized to meet the school's performance objectives, while also demonstrating alignment to state and Federal requirements. Be sure to include the use of technology and how it will assist with producing strong outcomes for the unique community and student population the school will be located within.			
Selection Criteria	**Limited or No Evidence**	**Moderate Evidence**	**Strong Evidence**
Identifies key curriculum materials for each core subject or the school's approach to curriculum development. • Justifies the choice by explaining how the plan for each content area meets or exceeds state and federal requirements in ELA and math (such as alignment with the Common Core Standards). • Explains how instructional methods complement curriculum decisions and design. Justifies curricular choices through the use of published research or data-based anecdotal evidence about previous implementation within a similar student demographic. • Identifies correlations between research and projected school demographic information. • Demonstrates clear alignment between the curriculum and pedagogy is demonstrated.	0	2	4
Identifies how technology will be utilized within the school's instructional delivery and assessment. • Describes the plan for technology to be utilized by students and in classroom instruction. • The technology plan sufficiently addresses assessment needs. Justifies the technology plan in terms of suitability for the educational model, academic program, curricular choices and student demographic.	0	2	4
		TOTAL POINTS	**/8**
Reviewer Comments – Curriculum, Instructional Strategies, and Technology:			

D. Assessment and Data

Fully describe and justify how your school will have rigorous goals and adequate performance management to ensure students' academic success. Describe your assessment choices, data collection and analysis, and use of data to inform instruction, differentiate and evaluate the school as a whole.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
A broad and thorough Performance Management Plan exists for monitoring and reporting progress toward performance goals that ensures successful student outcomes. • Identifies sound assessment choices that effectively monitor student and teacher performance. • Identifies what data or information is (or will be) collected, how it will be analyzed, and by whom. • Identifies interim benchmarks to ensure progress toward performance goals for all student subgroups, and a plan is presented to adjust these benchmarks annually. Describes how this data is (or will be) utilized to inform policy and management decisions. A culture of data-driven instruction exists. • Describes how a portfolio inclusive of formative, interim and summative assessment tools is consistently used and well understood by all staff. • Describes how a system for data analysis and reflection to inform instruction is in place. Explains how teachers will use a range of data and varied instructional strategies to support individual learners. • Explains how the school will use classroom and/or standardized assessments to determine the needs of individual students and to drive and differentiate instruction. • Identifies the range of differentiation and intervention structures (RTI and Multi-Tiered System of Supports), tools, and approaches in your design and explains how teachers will use these systems to respond to the needs of individual students.	0	3	6
		TOTAL POINTS	**/6**

Reviewer Comments – Assessment and Data:

E. Effectively Serving All Students

Charter schools are obligated to take specific actions to ensure an open, fair, non-selective method of attracting and enrolling students, and all charter schools need to be ready to serve the group of students that choose to attend. *Fully describe and justify* your plan to offer a continuum of services for all types of students, including those that are educationally disadvantaged (such as low-income, special education, English learners, homeless, migrant and other at-risk students) and gifted and talented.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
Justify the design of the school's programs, interventions, and/or plans to support your educationally disadvantaged (ELL, Economically Disadvantaged, etc.) student population. • Shows how the needs of the school's current and/or prospective educationally disadvantaged students are well understood. • Demonstrates high expectations are in place for all students. • Demonstrates that a comprehensive academic and behavioral intervention strategy is in place to identify and support students. • Describes how staff is appropriately trained on effective intervention strategies and corresponding support tools. • Demonstrates that the school has practices that promote student retention and reduction in the overuse of discipline practices that remove students from the classroom.	0	2	4
Justify the design of the school's programs, interventions, and/or plans to support your students with disabilities and gifted and talented students. • Demonstrates that the needs of the school's current and/or prospective students with disabilities are well understood. • Demonstrates that high expectations are in place for all students. • Demonstrates a comprehensive academic and behavioral strategy is in place to identify and support students. • Describes how the school has ensured (or will ensure) appropriately trained staff for special education students.	0	2	4
The school identifies a plan that meets the nutritional needs of its educationally disadvantaged and at-risk students. • The school outlines if and how it plans to provide meals at the school. • Describes how the food service plan identifies federal, state and local funding sources to sustain the program.	0	1	2
The school identifies a plan that meets the transportation needs of its current and/or projected student population. • The school outlines if and how it plans to provide transportation services to all or part of its student population. • Describes how the transportation plan addresses the needs of educationally disadvantaged students (including homeless, foster and students with disabilities), and addresses provision for participation in extracurricular activities.	0	1	2
		TOTAL POINTS	/12

Reviewer Comments – Effectively Serving All Students:

F. Staffing and Professional Development Plan

Fully describe and justify your approach to staffing, inclusive of ratios, positions, etc. required for effective implementation of the chosen education model. Further, *describe* the process in which all staff will be supported in their ongoing professional development.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
Provide a summary of the school's approach to staffing and recruitment. Demonstrate how this approach: • Outlines a feasible staffing structure that can reasonably deliver the educational model and associated support services. • Identifies steps that will be taken to ensure recruitment and selection of outstanding staff using autonomies granted to charter schools. • Is sufficient to achieve the school's opening and/or growth plan and a demonstrated ability to attract, recruit, develop, and retain top instructional talent.	0	2	4
Provide a summary of the school's professional development plan and staff evaluation process/retention. Demonstrate that this summary shows that: • The school provides sufficient support to all staff to ensure the educational model will be implemented with fidelity across all grade levels. • The school demonstrates how it will utilize coaching and feedback to develop staff. • The school has a sound plan for supporting and encouraging innovation and continuous improvement within the classroom.	0	2	4
TOTAL POINTS			**/8**
Reviewer Comments – Staffing and Professional Development Plan:			

G. Financial Management and Monitoring Plan

As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial stability. *Fully describe* your school's plan to be compliant, strategic, and responsible with finances and business services.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
The applicant has demonstrated through a clear and comprehensive plan the operational and financial capability to manage the successful and sustainable implementation of the proposed activities. • The applicant provides a multi-year operating budget that demonstrates both financial viability, sustainability, and using autonomies granted to charter schools, through conservative and sound financial assumptions (revenue growth, inflation, compensation, positive cash flow, etc.). • The completed CSP Budget Template and the grant project goals and expenditures in that budget align with what is presented in the budget narrative. • The plan demonstrates a strong implementation that includes key personnel and target dates for completion of activities and purchasing has been presented through the budget narrative and CSP Budget Template detail. • The budget explains if the applicant charter school is seeking or has received additional grant funding for implementation or operational costs through any other sources outside of the CSP grant.	0	2	4
Ensures a viable, well-conceived facilities plan. • Identifies the facility plan and associated timeline for acquiring, developing, and/or remodeling, as well as equipping, the new school or expansion facility. • Identifies a specific location for the school that provides an adequate learning environment sufficient to carry out the school's educational model and programmatic needs and is easily accessible to the intended student population. If a facility is not identified there is a viable plan for obtaining a facility to ensure timely opening/expansion of the school. • The facilities plan demonstrates the school's ability to meet the needs of students receiving special services. • Facility costs are feasible and below 20 percent of the school's annual budget.	0	2	4
The school's budget contains sufficient resources to successfully carry out strategies and programs for educationally disadvantaged and at-risk students. • The budget narrative demonstrates investment in value-added activity to accelerate learning for educationally disadvantaged and at-risk students. • A plan is in place to mitigate risk associated with projected enrollment and the financial resources necessary to adequately serve the population of students enrolled.	0	2	4
TOTAL POINTS			**/12**

Reviewer Comments – Financial Management and Monitoring Plan:

H. Board Capacity and Governance Structure

A competent, trained governing board is essential to the success of a public charter school. *Fully describe* how your school has developed a strong governing board with a diverse set of skills. Be sure to include how board members understand their roles and responsibilities and have developed a transition plan and ongoing professional development to maintain board strength going forward.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
Justifies the composition (size, roles, committees) and selection process for the governing board. • Explain how the composition and selection process ensures adequate expertise (including education, law, real estate, strategy, finance, management, and external relations) to perform board responsibilities. Any gaps in skills are identified and a plan exists to address them through recruiting additional board members or through acquiring board training in specific areas.	0	2	4
The board has established clear policies and procedures that guide its oversight of the school. • Outlines a comprehensive set of board roles and responsibilities, inclusive of ensuring compliance with Open Meetings and Open Records Law. • Outlines how the board's policies and procedures ensure monitoring of performance and academic, financial, operational, and legal compliance, including an annual review of policies and completion of a Conflict of Interest form.	0	2	4
Justifies how the board has invested in its abilities and ongoing professional development. • The school has prioritized board training and ongoing professional development through a detailed plan. This plan includes regular self-evaluations that help identify areas for continuous improvement and ensures participation in ongoing development. • The board has thoughtfully outlined a transition plan for board turnover.	0	1	2
TOTAL POINTS			**/10**
Reviewer Comments – Board Capacity and Governance Structure:			

I. School Leadership and Management

Fully describe and justify the intended leadership structure of your school and demonstrates a strong leadership and staffing plan that ensures high-quality implementation and sustainability of the school.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
The leadership and administrative roles at the school are well-defined, and comprehensively cover the broad set of responsibilities required of charter school leadership. • Presents a complete organizational and management plan (including the administrative and contractual roles and responsibilities) for the school that includes clear division of roles and management responsibilities (including role of Educational Management, Charter Management Organization or Education Service Providers if applicable). • Articulates a process that will be used by the board to evaluate the performance of the school leadership and/or ESP, including identification of appropriate protocol for addressing performance concerns. • Demonstrates how the school has designed its leadership team to ensure sufficient expertise to manage charter school-specific compliance, operations, finance, and legal matters.	0	3	6
The school demonstrates sufficient leadership and governance capability to implement and sustain the new school or expansion project(s) outlined in this application. • The school has sufficiently identified any material operational challenges and has developed an adequate response for each. • The school is aware of the key risk factors they face and school's leadership team demonstrates the ability to identify, address, and mitigate key risk factors. • The school's leadership team demonstrates the ability to operate soundly, strategically and in ways that staff and stakeholders can understand and follow.	0	3	6
TOTAL POINTS			**/12**
Reviewer Comments – School Leadership and Management:			

J. Student Demand and Community/Local Support

Schools funded under the CSP subgrant must ensure they are in tune with their communities' needs and priorities. *Describe and justify* your school's vitality and long-term sustainability through demonstrating your dedication to developing and maintaining community partnerships and connections.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
Demonstrates community need and demand for the school and its particular educational model. • There is a sound strategy in place for marketing, branding, and community outreach to achieve promised student enrollment. • Includes specific strategies for recruiting educationally disadvantaged, at-risk, diverse, and underserved families. • Funds are dedicated in budget to marketing, recruitment, and outreach. • Based on the results of outreach efforts to date, provide a projection for each category of educationally disadvantaged students to be served. • The enrollment goals for each year through final expansion are reasonable and supported by credible data.	0	2	4
Demonstrates significant planning and effort to meaningfully engage current and prospective families and community members on the implementation and operation of the school. • Describes the current level of parent engagement in the new school or expansion project. • Includes a description of effective parent, family, and community engagement strategies that are utilized by the school. • Describe the roles parents and community members may play in the school's decision-making and life on an ongoing basis. • Ensures the school makes available to parents information about educational options and the school's state report card must be publicly available on the school's website.	0	2	4
TOTAL POINTS			**/8**
Reviewer Comments – Student Demand and Community/Local Support:			

APPLICATION TOTAL POINTS		
Rubric Section	**Points Awarded**	**Points Possible**
A. Grant Project Goals		12
B. Educational Philosophy, Key Design Elements, & School Culture		12
C. Curriculum, Instructional Strategies, and Technology		8
D. Assessment and Data		6
E. Effectively Serving All Students		12
F. Staffing and Professional Development Plan		8
G. Financial Management and Monitoring Plan		12
H. Board Capacity and Governance Structure		10
I. School Leadership and Management		12
J. Student Demand and Community/Local Support		8
STANDARD POINTS AWARDED		**100**
Priority Points		
Priority Points: 3 Additional Points may be awarded for schools that focus on the development of the whole student (college and career academic readiness and social-emotional development). Applicant must demonstrate a strong instructional and social-emotional focus that supports students toward both educational goals and positive relationship and identity development (including but not limited to mentorship, restorative justice practices, and whole-school college readiness or entry goals).		3
Priority Points: 3 Additional Points may be awarded for schools with an explicit focus on diversity, equity, and inclusion. Applicant must demonstrate that its staffing, educational model, community and family engagement strategy, and overall design process are responsive to community input, provide ongoing opportunities for learning for school staff, and have planned evaluative measures to help drive diversity, equity, and inclusion through school culture and climate.		3
Priority Points: 3 Additional Points may be awarded for schools that recruit from rural or unincorporated regions. Applicant must demonstrate that it intends to locate in or near rural or unincorporated regions and how it intends to meet the unique needs of the student population that it recruits from there.		3
TOTAL POINTS AWARDED		**109**
Reviewer Comments:		