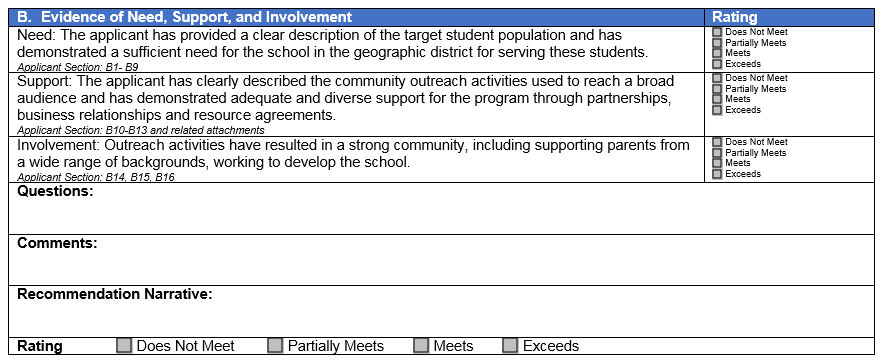
**New School Application Rubric**

This rubric should be used to evaluate each new school proposal. CSI Applicant Review Team members should consider the complete body of evidence (application, statements of clarification, interview, presentation to CSI board, and geographic meeting) before finalizing the rubric. Please review the instructions and color-coded guided 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 check the **Rating** (see red) that best describes the extent to which the Applicant met the required indicator.
  + - **Meets:** The response demonstrates a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific evidence that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
    - **Partially Meets:** The response meets some of the criteria, but lacks meaningful detail or requires additional information in one or more key areas.
    - **Does Not Meet:** The response is significantly incomplete; lacks meaningful detail; demonstrates lack of preparation; and/or otherwise raises substantial concerns about the applicant’s understanding of and ability to implement an effective plan, including if the respondent does not respond to the required section.
* Please utilize the **Overall Section Rating** (see yellow) to provide a holistic evaluation of the application that considers each indicator as well as the Applicant’s ability to clearly and comprehensively present the proposed school. Please consider the following factors in your evaluation as well. Again, the overall tone of the Recommendation Narrative section should align with your rating.
  + 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.)
  + 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.)
  + 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.)
  + 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.)
  + 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.



Indicator 1

Indicator 2

Indicator 3

Indicator Ratings

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| 1. **Vision & Mission** | **Rating** |
| The vision and mission express a clear, focused, and compelling purpose for the school that is measureable, focused on educational outcomes, and reflected throughout the application.  *Applicant Section: Entire Application* | Does Not Meet  Partially Meets  Meets  Exceeds |
| **Request for Clarification Questions:** | |
| **Interview Questions:** | |
| **Recommendation Narrative:** | |
| **Overall Section Rating**  Does Not Meet  Partially Meets  Meets  Exceeds | |

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| 1. **Evidence of Need, Support, and Involvement** | **Rating** |
| Need: The applicant has provided a clear description of the target student population and has demonstrated a sufficient need for this particular school in the geographic district for serving these students.  *Applicant Section: B1- B9* | Does Not Meet  Partially Meets  Meets  Exceeds |
| Support: The applicant has clearly described the community outreach activities used that reach a broad audience and demonstrate adequate and diverse support for the program through intents to enroll, partnerships, business relationships and resource agreements.  *Applicant Section: B10-B13 and related attachments* | Does Not Meet  Partially Meets  Meets  Exceeds |
| Involvement: Outreach and engagement activities have resulted in a strong community, including parents with a wide range of backgrounds, working to develop the school.  *Applicant Section: B14, B15, B16* | Does Not Meet  Partially Meets  Meets  Exceeds |
| **Request for Clarification Questions;** | |
| **Interview Questions:** | |
| **Recommendation Narrative:** | |
| **Overall Section Rating**  Does Not Meet  Partially Meets  Meets  Exceeds | |

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| 1. **Education Program** | **Rating** |
| The applicant identifies research-based evidence that the instructional model, program, and curriculum have been effective in meeting the needs of the target population. For unique or innovative practices, the team presents a compelling rationale for effectiveness.  *Applicant Section: C1, Addendum II*  Look for:   * Research demonstrates the effectiveness with the proposed target population in terms of demographics, grade levels, etc. * Clear rationale is provided for selecting the model, program, and curriculum | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant is proposing to use a clearly defined curriculum and method of instruction with the potential to raise the achievement of the intended student population, and that is aligned to Institute and state standards.  *Applicant Section: C2-C6, G1*  Look for:   * Clearly describes what a day in the life of a student looks like in terms of curriculum and instruction. | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant’s organizational structure demonstrates compliance with statutory requirements and places a priority on implementing the chosen curriculum with fidelity.  *Applicant Section: C7, C8, H\_OrgChart*  Look for:   * Clearly describes what a day in the life of a student looks like in terms of staffing. | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant provides professional development and an evaluation process that is based on evaluated teacher needs, that is aligned with the school’s mission, helps teachers meet school goals, and addresses any shortcomings in student learning.  *Applicant Section: C9, C10, G1* | Does Not Meet  Partially Meets  Meets  Exceeds |
| **Request for Clarification Questions:** | |
| **Interview Questions:** | |
| **Recommendation Narrative:** | |
| **Overall Section Rating**  Does Not Meet  Partially Meets  Meets  Exceeds | |

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| 1. **Student Services** | **Rating** |
| The applicant has strategies and benchmarking standards in place to meet legal requirements and individual student needs when serving students that are considered to be at-risk.  *Applicant Section: E1, E3*  Look for:   * Clearly describes what a day in the life of an at-risk student. | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant has strategies and benchmarking standards in place to meet legal requirements and individual student needs when serving students with special needs.  *Applicant Section: E1, E3*  Look for:   * Clearly describes what a day in the life of a student receiving special education services looks like as well as the continuum of services provided. | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant has strategies and benchmarking standards in place to meet legal requirements and individual student needs when serving gifted and talented students.  *Applicant Section: E1, E3*  Look for:   * Clearly describes what a day in the life of a gifted and talented student. | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant has strategies and benchmarking standards in place to meet legal requirements and individual student needs when serving English Language Learners.  *Applicant Section: E1, E3*  Look for:   * Clearly describes what a day in the life of an English Language Learner. | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant has strategies and benchmarking standards in place to meet legal requirements and individual student needs when serving students who are performing below grade level.  *Applicant Section: E1, E3*  Look for:  Clearly describes what a day in the life of a student performing below grade level. | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant demonstrates reasonable budgetary allocation for resources, staffing, and training to serve the needs of special populations.  *Applicant Section: B3, E4, E5, G1, CSI Budget Template* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant describes health processes and policies for record keeping, screenings, medication administration, and student illnesses.  *Applicant Section: E2* | Does Not Meet  Partially Meets  Meets  Exceeds |
| **Request for Clarification Questions:** | |
| **Interview Questions:** | |
| **Recommendation Narrative:** | |
| **Overall Section Rating**  Does Not Meet  Partially Meets  Meets  Exceeds | |

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| 1. **Goals, Objectives, and Plan for Pupil Evaluation** | **Rating** |
| The applicant demonstrates a clear understanding of accountability standards, both state and federal, and the CDE and CSI rating processes.  *Applicant Section: F2* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant has clearly stated ambitious and attainable educational goals that are appropriate, consistent, and measurable. The applicant has strategies in place to ensure that all students are making progress towards meeting all academic goals.   * A clear and reasonable plan for identifying and reducing the academic achievement gaps among its student population is provided.   *Applicant Section: F2* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant has appropriate internal assessments in place to evaluate both student needs and the effectiveness of the academic programs, with a reasonable plan to use performance data to modify the academic program in order to improve student outcomes.  *Applicant Section: F1-F5, CSI Budget Template* | Does Not Meet  Partially Meets  Meets  Exceeds |
| **Request for Clarification Questions:** | |
| **Interview Questions:** | |
| **Recommendation Narrative:** | |
| **Overall Section Rating**  Does Not Meet  Partially Meets  Meets  Exceeds | |

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| 1. **Budget and Finance** | **Rating** |
| The budget is based on realistic revenue and expenditures for a period of 5 years. The applicant budget details are based on valid assumptions, and enable the school’s mission to be realized.  *Applicant Section: Budget Template, B3, G1, G5- G11*  Look for:   * Key expenditures are commensurate with experience, location, etc. | Does Not Meet  Partially Meets  Meets  Exceeds |
| The board provides the proper legal fiscal oversight. The applicant follows generally acceptable accounting practices. Financial controls ensure adequate auditing and reporting procedures are in place.  *Applicant Section: G2-G4* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant has adequate personnel and service providers in place to perform financial tasks and adequate content knowledge at the board level to provide fiscal oversight.  *Applicant Section: G2-G4* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant is financially solvent. The applicant has a budget planning process in place to maintain a financially viable school. The applicant develops and implements a long range financial plan.  *Applicant Section: CSI Budget Template, G1, G5-G11* | Does Not Meet  Partially Meets  Meets  Exceeds |
| **Request for Clarification Questions:** | |
| **Interview Questions:** | |
| **Recommendation Narrative:** | |
| **Overall Section Rating**  Does Not Meet  Partially Meets  Meets  Exceeds | |

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| 1. **Governance & Leadership** | **Rating** |
| The board consists of a wide range of experienced members with the capacity to oversee a successful school and a commitment to do so.  *Applicant Section: H1, H2, H\_Resume\_LastFirst* | Does Not Meet  Partially Meets  Meets  Exceeds |
| There is a clear description of elections, removal, term limits, the decision process, and roles and powers of the board vs. the school’s administrator. Adequate structures are in place to provide rigorous oversight and support, including a comprehensive Conflict of Interest Policy. The bylaws describe the nature and extent of parental, professional educator, and community involvement in the governance and operation of the proposed school.  *Applicant Section: H3, H4, H\_Bylaws,* | Does Not Meet  Partially Meets  Meets  Exceeds |
| There is an ongoing and comprehensive plan for annual board trainings and evaluations that include internal and external reviews.  *Applicant Section: H5, G5, CSI Budget Template* | Does Not Meet  Partially Meets  Meets  Exceeds |
| There are thorough bylaws, agreements, policies and procedures that are in alignment with state and federal requirements.   * A reasonable plan is provided for outreach and recruitment of students whose race, gender, and ethnicity reflect the demographics of the community that the school intends to serve. * The discipline policy aligns with state and federal requirements (C.R.S. 22-33-105 and 106; federal special education requirements). * The Grievance Policy aligns with the CSI Grievance Policy requirements. * The employment policies clearly describe whether school staff is employed on a contract or at-will basis.   *Applicant Section: H6, H\_BoardAgreement, H\_ArticlesofIncorporation, H\_Policy\_Employment, H\_PolicyStudentDiscipline, H\_Policy\_Employment, H\_Policy\_ConflictofInterest, H\_Policy\_Grievance, H\_OrgChart* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant provides a sound and comprehensive process to recruit and select a qualified school leader.  *Applicant Section: D3* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant demonstrates a clear understanding of the academic, operational, and financial responsibilities of the school leader and provides a school leader evaluation plan that aligns to those identified responsibilities.  *Applicant Section: D1, D2, D4* | Does Not Meet  Partially Meets  Meets  Exceeds |
| **Request for Clarification Questions:** | |
| **Interview Questions:** | |
| **Recommendation Narrative:** | |
| **Overall Section Rating**  Does Not Meet  Partially Meets  Meets  Exceeds | |

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| 1. **Operations** | **Rating** |
| Facilities: The applicant demonstrates a thorough understanding of the facility needs for the proposed school.  *Applicant Section: I1-3, G9, CSI Budget Template* | Does Not Meet  Partially Meets  Meets  Exceeds |
| Safety: The applicant demonstrates a thorough understanding of the people and processes necessary to ensure the ongoing safety and security of students and staff.  *Applicant Section: I4* | Does Not Meet  Partially Meets  Meets  Exceeds |
| Transportation: The applicant considers the transportation needs of students and develops adequate plans to address those needs.  *Applicant Section: I5, G7, CSI Budget Template* | Does Not Meet  Partially Meets  Meets  Exceeds |
| Food Service: The applicant considers the food service needs of students and develops adequate plans to address those needs.  *Applicant Section: I6, CSI Budget Template* | Does Not Meet  Partially Meets  Meets  Exceeds |
| **Request for Clarification Questions:** | |
| **Interview Questions:** | |
| **Recommendation Narrative:** | |
| **Overall Section Rating**  Does Not Meet  Partially Meets  Meets  Exceeds | |

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| **Addenda** | **Rating** |
| Online School: The applicant demonstrates a thorough understanding of the considerations and requirements in developing and operating an online school.  *Applicant Section: Online Addendum, C1, C3, C4* | Not Applicable  Does Not Meet  Partially Meets  Meets  Exceeds |
| Education Management Provider: The applicant demonstrates the effectiveness of the proposed EMP academically, operationally and financially.  *Applicant Section: EMP Addendum, Budget Template* | Not Applicable  Does Not Meet  Partially Meets  Meets  Exceeds |
| Alternative Education Campus: 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.  *Applicant Section: AEC Addendum, C1, C3-C6, F1, F2, F5* | Not Applicable  Does Not Meet  Partially Meets  Meets  Exceeds |
| **Request for Clarification Questions:** | |
| **Interview Questions:** | |
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| **Recommendation Narrative:** | |
| **Overall Section Rating**  Does Not Meet  Partially Meets  Meets  Exceeds  Not Applicable | |

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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) |