**New School Application Rubric**

This rubric should be used to evaluate each new school proposal. CSI Applicant Review Team members 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 check the **Rating** that best describes the extent to which the Applicant met expectations for opening and operating a quality school.
  + - **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** 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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| 1. **Vision & Mission** | **Rating** |
| The vision and mission express a clear, focused, and compelling purpose for the school that is measurable, focused on educational outcomes, and reflected throughout the application.  *Applicant Section: Entire Application* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The application clearly describes how the school will help CSI in meeting its mission of fostering high quality schools that serve all students.  *Applicant Section: Entire Application* | Does Not Meet  Partially Meets  Meets  Exceeds |
| **Recommendation Narrative:** | |
| **Overall Section Rating**  Does Not Meet  Partially Meets  Meets  Exceeds | |

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| 1. **Evidence of Need, Support, and Involvement** | **Rating** |
| **Target Population:** The applicant has provided a clear description of, and rationale for, the target student population and projected enrollment that reflects the proposed community.  *Applicant Section: B1- B4* | Does Not Meet  Partially Meets  Meets  Exceeds |
| **Need:** The applicant has demonstrated sufficient need for its proposed school to serve the target population in the proposed community.  *Applicant Section: B5- B7* | 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 evidence such as intents to enroll, partnerships, business relationships, and resource agreements.  *Applicant Section: B8-B12 and related attachments* | Does Not Meet  Partially Meets  Meets  Exceeds |
| **Involvement:** The applicant provides clear plans for regular, ongoing, and accessible opportunities for parental and community involvement.  *Applicant Section: B13* | Does Not Meet  Partially Meets  Meets  Exceeds |
| **Recommendation Narrative:** | |
| **Overall Section Rating**  Does Not Meet  Partially Meets  Meets  Exceeds | |

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| 1. **School Culture** | **Rating** |
| The application includes a vision for school culture that will promote high expectations, a positive academic environment, and intellectual and social development for all students.  *Applicant Section: C1, C4* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The application includes a coherent plan, including explicit structures and staffing, for establishing and maintaining the intended culture for students, teachers, administrators, and parents from the first day of school. The application addresses how it will introduce the culture to students who enter the school mid-year.  *Applicant Section: C2* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The application includes a comprehensive social emotional learning plan that will support student mental health through a continuum of supports.  *Applicant Section: C3* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The application provides articulated and compelling descriptions of the typical daily experiences of a student and a teacher in grades served in year one. Descriptions demonstrate a well-thought-out school design that reflects the vision and will support intellectual and social development for all students.  *Applicant Section: C4-C6* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The application describes a discipline philosophy that is in alignment with the mission, culture, and proposed discipline policy, that addresses issues of equity, and that is culturally responsive to the target student population.  *Applicant Section: C7* | Does Not Meet  Partially Meets  Meets  Exceeds |
| **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 are effective in meeting the needs of the target population, addresses educational inequities, and are aligned to state standards. For unique or innovative practices, the team presents a compelling rationale for effectiveness. The application clearly describes the school’s plan for student engagement, including how all students will have equitable access to the variety of options provided.  *Applicant Section: D1-D2* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant’s organizational structure and staffing plan demonstrate compliance with statutory requirements. The staffing plan and recruitment, selection, and orientation processes place a priority on implementing the chosen education program with fidelity.  *Applicant Section: D3-D4, D\_OrgChart* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant provides professional development that is based on evaluated teacher needs, is aligned with the school’s mission, helps teachers meet school goals, and addresses any inequities in education and student outcomes. The staff evaluation process aligns with the intent of law and the school’s mission and model.  *Applicant Section: D4-D5, D\_StaffEvaluation, D\_Calendar* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant’s calendar and schedule meet statutory requirements and align with the school’s proposed priorities and descriptions of a typical day.  *Applicant Section: C, D, D\_SchoolCalendar, D\_StudentSchedule* | Does Not Meet  Partially Meets  Meets  Exceeds |
| **Recommendation Narrative:** | |
| **Overall Section Rating**  Does Not Meet  Partially Meets  Meets  Exceeds | |

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| **E. Student Services** | **Rating** |
| The applicant has strategies, staffing, and resources in place to operate a comprehensive Multi-Tiered System of Support of child study process that includes a data driven pre-referral prevention-based framework process.  *Applicant Section: D3, E1* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant describes a student services support program that is aligned with the school’s mission and vision and is designed to support students in all special population categories, including those students who may be eligible for support in multiple areas.  *Applicant Section: E1-E2, CSI Budget Template* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant demonstrates an understanding of legal requirements and has dedicated sufficient financial, staffing, and curriculum resources to implement a high-quality continuum of services for students who have been historically underserved.  *Applicant Section: D3, E3, CSI Budget Template* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant demonstrates an understanding of legal requirements and has dedicated sufficient financial, staffing, and curriculum resources to implement a high-quality continuum of services for students with special needs, including those eligible under IDEA and Section 504.  *Applicant Section: D3, E4, CSI Budget Template* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant demonstrates an understanding of legal requirements and has dedicated sufficient financial, staffing, and curriculum resources to implement a high-quality continuum of services for gifted students.  *Applicant Section: D3, E5, CSI Budget Template* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant demonstrates an understanding of legal requirements and has dedicated sufficient financial, staffing, and curriculum resources to implement a high-quality continuum of services for Multilingual Learners  *Applicant Section: D3, E6, CSI Budget Template* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant demonstrates an understanding of legal requirements and has dedicated sufficient financial, staffing, and curriculum resources to implement a high-quality continuum of services for students who are performing below grade level.  *Applicant Section: D3, E7, CSI Budget Template* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant demonstrates an understanding of legal requirements and has dedicated sufficient financial, staffing, and curriculum resources to implement a high-quality continuum of services for students with mental health needs.  *Applicant Section: D3, E8, CSI Budget Template* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant describes health staffing, processes and policies for record keeping, screenings, medication administration, staffing, and student illnesses.  *Applicant Section: E9* | Does Not Meet  Partially Meets  Meets  Exceeds |
| **Recommendation Narrative:** | |
| **Overall Section Rating**  Does Not Meet  Partially Meets  Meets  Exceeds | |

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| **F. Goals, Objectives, and Plan for Pupil Evaluation** | **Rating** |
| The applicant has clearly stated ambitious and attainable educational goals that are appropriate, consistent, and measurable. The applicant adequately describes the progress monitoring process and strategies to be implemented throughout the year.  *Applicant Section: F1-F2* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant demonstrates a clear understanding of state and federal accountability standards as well as the CDE and CSI rating processes.  *Applicant Section: F1-F2* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant has appropriate internal assessments and progress monitoring strategies in place to evaluate student needs, progress towards meeting academic goals, and measure the effectiveness of the academic programs.  *Applicant Section: F1-F3, CSI Budget Template* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant has a reasonable plan to use performance data to modify the academic program to improve student outcomes, including identifying and reducing opportunity gaps among its student population.  *Applicant Section: D4, F4* | Does Not Meet  Partially Meets  Meets  Exceeds |
| **Recommendation Narrative:** | |
| **Overall Section Rating**  Does Not Meet  Partially Meets  Meets  Exceeds | |

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| **G. Budget and Finance** | **Rating** |
| The applicant’s budget is balanced each year.  *Applicant Section: CSI Budget Template*  Look fors:   * Positive Net Income each year * Satisfaction of TABOR and SPED Reserves each year * Positive ending unassigned fund balance each year | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant’s budget is based on realistic assumptions for revenue and expenditures and does not include uncommitted funds.  *Applicant Section: CSI Budget Template, B, E, G4, G7-G8*  Look fors:   * Enrollment projections in line with demographic forecasts and market analyses * Attrition at grade level breaks (i.e., 6th to 7th and 8th to 9th) * Moderate PPR growth of no more than 3 percent * All competitive grants or donations tie to formal documentation from the donor or grantor committing the funds to the school * All fee revenue is based on reasonable fee amounts and assumes that 80% or less of NON-FRL students pay the fees * Does not include state or federal competitive grants unless they have been awarded to the school (ex: CCSP) | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant’s budget includes reasonable and adequate costs for all staff, services, supplies, equipment, and technology included in the application and/or essential to the school implementing the proposed model with fidelity.  *Applicant Section: CSI Budget Template, All Sections*  Look fors:   * Adequate SPED personnel to meet and fulfill SPED requirements. * Reasonable salaries at a level to recruit and retain qualified staff. Salaries should not be significantly less than local averages. * All required PERA costs are included. * Adequate facility and occupancy costs are included. If site selection has not yet occurred, costs should reflect local average occupancy costs. (Occupancy costs include rent, utilities, trash removal, custodial, common area maintenance (CAM), snow removal, landscaping, etc.). Facility costs should also reflect a set-aside for buildout costs unless the applicant has secured a turnkey facility. * Adequate technical services budget for a student information system (approximately $7K-$10K) and financial system. * Adequate professional services budget to include qualified financial service providers, educational service providers, contracted SPED services providers, and substitute teachers. These amounts should reflect the type and cost of services referred to in the application. * Food service expenditures (if applicable). * Adequate equipment, curriculum resources, books, and assessments as needed to implement the model with fidelity and as referred to in the application. | 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, H* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant has personnel and/or service providers with governmental accounting experience in place to perform financial tasks and adequate content knowledge at the board level to provide fiscal oversight.  *Applicant Section: G3, H1, H9*  Look fors:   * Board member(s) with previous financial oversight experience * Cost quotes and resumes from providers with previous experience in governmental accounting OR job description with minimum requirements for employee provided financial management | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant has a budget planning process in place to maintain a financially viable school.  *Applicant Section: CSI Budget Template, G2, G3, G6, G9* | Does Not Meet  Partially Meets  Meets  Exceeds |
| **Recommendation Narrative:** | |
| **Overall Section Rating**  Does Not Meet  Partially Meets  Meets  Exceeds | |

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| **H. Governance & Leadership** | **Rating** |
| The existing board meets (or has established a clear and reasonable plan to meet) the minimum number requirement established in the bylaws. The board consists of a wide range of experienced members with the capacity to oversee a successful school and a commitment to do so. The applicant describes the nature and extent of parental, professional educator, and community involvement in the governance and operation of the proposed school.  *Applicant Section: H1-H3, H\_Resume\_LastFirst, H\_Bylaws* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant clearly delineates the roles and powers of the board, school administration, and various non-board committees, including but not limited to the School Accountability Committee and any advisory groups.  *Applicant Section: H4, H\_Bylaws* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The bylaws adequately address the following: board election or appointment process, board member criteria, board size, terms and term limits, member duties and expectations, requirements for how often the board will meet, attendance requirements, procedures for board meetings and voting, board officers and their roles, board committees, removal, and conflict of interest (or reference a standalone conflict of interest policy).  *Applicant Section: H4, H\_Bylaws,* | Does Not Meet  Partially Meets  Meets  Exceeds |
| There is an ongoing and comprehensive plan for annual board training, capacity building, self-evaluation, and succession planning.  *Applicant Section: H5-H7, CSI Budget Template* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The bylaws and board member agreements are in alignment with state and federal requirements. The Applicant demonstrates an awareness and understanding of the Colorado Open Meetings Law (C.R.S. 24-6-401) and Public Record Act (C.R.S. 24-72-204), as well as the Family Educational Rights and Privacy Act (20 U.S.C. Sect. 1232).  *Applicant Section: H7, H\_Bylaws, H\_BoardAgreement* | Does Not Meet  Partially Meets  Meets  Exceeds |
| The applicant provides a sound and comprehensive process to recruit a qualified school leader (or the process used to recruit the proposed school leader, if already identified).  *Applicant Section: H9-H11* | 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: H9-H11* | Does Not Meet  Partially Meets  Meets  Exceeds |
| **Recommendation Narrative:** | |
| **Overall Section Rating**  Does Not Meet  Partially Meets  Meets  Exceeds | |

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| 1. **Operations** | **Rating** |
| **Student and Staff Data**: The applicant provides a reasonable plan for collecting, maintaining, and reporting on student and staff level data.  *Applicant Section: I1, D3, CSI Budget Template* | Does Not Meet  Partially Meets  Meets  Exceeds |
| **Policies:** The applicant demonstrates compliance with local, state, and federal requirements related to enrollment, discipline, grievance, and employment policies. Specifically:   * **Enrollment**: In alignment with state and federal requirements, no barriers to access are identified in the enrollment policy. 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. * **Discipline:** The discipline policy aligns with state and federal requirements (C.R.S. 22-33-105, 106 and 106.1; federal special education requirements). * **Grievance:** The Grievance Policy addresses parent, student and staff grievances and aligns with the CSI Grievance Policy requirements. * **Employment:** The employment policy clearly describes whether school staff is employed on a contract or at-will basis.   *Applicant Section: I2 and related attachments* | Does Not Meet  Partially Meets  Meets  Exceeds |
| **Waivers:** The applicant provides waiver requests and replacement plans that align with the school’s proposed program and meet the intent of the law.  *Applicant Section: All, I\_Waivers* | Does Not Meet  Partially Meets  Meets  Exceeds |
| **Facilities:** The applicant demonstrates a thorough understanding of the facility needs for the proposed school and demonstrates verifiable research into the local real estate market.  *Applicant Section: I- Facilities 1-3, G5, CSI Budget Template*  *Look Fors:*   * Facility space and location is adequate for proposed model, enrollment, and grade levels * Documentation of proposed terms for potential facilities. Examples include letters of intent from landlords with available space, draft lease contracts, engagement letters from potential lenders or developers. | Does Not Meet  Partially Meets  Meets  Exceeds |
| **Safety:** The applicant demonstrates an understanding of the people and processes necessary to ensure the ongoing safety and security of students and staff and provides a comprehensive strategy for creating a safety plan.  *Applicant Section: I- Safety* | 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: I-Transportation, B, 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: I-Food Service, B, CSI Budget Template* | Does Not Meet  Partially Meets  Meets  Exceeds |
| **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, B, D, CSI Budget Template* | 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, CSI 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, B, D, F* | Not Applicable  Does Not Meet  Partially Meets  Meets  Exceeds |
| **Homeschool Options:** The applicant demonstrates a compelling need and thorough understanding of the considerations and requirements in developing and operating a homeschool options program.  *Applicant Section: Homeschool Addendum, B, D, G, CSI Budget Template* | Not Applicable  Does Not Meet  Partially Meets  Meets  Exceeds |
| **Preschool:**  The applicant demonstrates a compelling need and thorough understanding of the considerations and requirements in developing and operating a public preschool program.  *Applicant Section: Preschool Addendum, B, D, G, CSI Budget Template* | Not Applicable  Does Not Meet  Partially Meets  Meets  Exceeds |
| **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) |