WACO INDEPENDENT SCHOOL DISTRICT

Local Campus Application Rubric

Local Campus Application Rubric

Instructions for Evaluators:

1. In the Evaluation Information section, fill in your name, the name of the applicant group, and the name of the proposed school.
2. For each section of the application (sections 2-4 and 5, if applicable), you should do the following during your initial individual analysis of the proposal:
    a. Highlight the elements of the success criteria that are met in the application and select a score under "Initial Review" for the success criteria (Meets, Partially Meets, or Does not Meet). *Note: a bulleted list of all success criteria can be found in the appendix.*
    b. Identify any missing or unclear evidence from the application in the "Areas for follow up in capacity interview" column under "Initial Review." Be sure to include page references where applicable.
    c. Select a subsection rating (Meets, Partially Meets, Does Not Meet):
        i. The subsection ratings are included in the rows in gray above the success criteria for that subsection.
        ii. The subsection rating should align to your success criteria ratings. For example, if there are four success criteria in a subsection, and an applicant only met two of those success criteria, you might select "Partially Meets" for your subsection rating.
3. Complete the Application Summary Ratings last.
    a. Select the appropriate Section Summary Rating based on the ratings in each subsection.
    b. Type a summary of your analysis of each section into the box provided. This should be a paragraph outlining the overall strengths or weaknesses of the application section as a whole. It should summarize your findings and should not be cut and pasted from your subsection analysis. Use this section to identify areas that should be explored during the capacity interview (if the applicant qualifies). Again, reference relevant page numbers.
4. If the applicant receives a score that qualifies them for a capacity interview:
    a. Use the "After Capacity Interview" columns to provide your final evaluation of that success criteria based on the additional information you learn in the capacity interview.
    b. Revise your subsection ratings and your Application Summary Ratings as needed.

Please note that your comments and evidence are as significant as your rating, and there should be clear alignment between the comments you provide and the rating you selected.

Evaluation Information

- Evaluators will use the following criteria to rate applicant responses.
- Ratings should be given based on tangible evidence provided in the application and/or capacity interview.
- Within each section, specific criteria define the expectations for a strong response that "Meets the Standard." Evaluators will rate responses by applying the following guidance:
  Meets the Standard: The response meets all of the criteria described in that section of the rubric. It reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information and evidence 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.

  Partially Meets the Standard: The response meets some of the criteria or lacks detail and/or requires additional information in one or more areas.

Does Not Meet the Standard: The response meets little to none of the criteria described in that section of the rubric, or it is wholly undeveloped or significantly incomplete; demonstrates lack of preparation and/or evidence; is unsuited to the mission of the authorizer or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.		
Evaluator Name:	**Applicant Organization Name:**	**Name of Campus(es):**

Application Summary Ratings

COMPLETE THIS SECTION LAST

Score Required for Capacity Interview (this will be the same for all applicants): Click or tap here to enter text.
Does this applicant qualify for a capacity interview? Click or tap here to enter text.

Section 2- Academic Plan The academic plan is complete, viable, and appropriate for the campus(es)	☐ Meets ☐ Partially Meets ☐ Does Not Meet	**Summary Comments/ Capacity Interview Topics:**
Section 3- Governance, Operating Plan, and Capacity The applicant organization has the governance structure, operating plan, and capacity necessary to successfully manage the campus(es)	☐ Meets ☐ Partially Meets ☐ Does Not Meet	**Summary Comments/Capacity Interview Topics:**
Section 4- Financial Plan The applicant organization has a financial plan that ensures sound financial management of the campus(es)	☐ Meets ☐ Partially Meets ☐ Does Not Meet	**Summary Comments/Capacity Interview Topics:**
Section 5- Existing Partner/Experienced Partner Supplement The applicant organization has a successful track record	☐ Meets ☐ Partially Meets ☐ Does Not Meet	**Summary Comments/Capacity Interview Topics:**

and, if applicable, a sound ESP management plan				
Section 2: Academic Plan				
A. The response in this section is complete and cohesive		**Meets ☐**	**Partially Meets ☐**	**Does Not Meet ☐**
Success Criteria	**Initial Review**		**After Capacity Interview**	
	Score	**Areas for follow up in capacity interview**	**Score**	**Comments/Evidence for Final Recommendation**
1. Applicant responded to all questions in this section	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
2. Applicant included attachments 1 (if applicable), 2, and 3	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
3. The overall academic plan is coherent and aligned with the stated mission and vision	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
4. The overall academic plan is aligned to and likely to meet the needs identified by the district for this campus	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
B. The applicant presented a clear plan to implement high-quality curriculum and effective instruction, and there is compelling justification and rationale for the curriculum and instruction plan		**Meets ☐**	**Partially Meets ☐**	**Does Not Meet ☐**
Success Criteria	**Initial Review**		**After Capacity Interview**	
	Score	**Areas for follow up in capacity interview**	**Score**	**Comments/Evidence for Final Recommendation**
5. The applicant has selected a curriculum that is aligned to Texas standards	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
6. The applicant has developed or has a viable plan to develop a scope and	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

sequence for each grade level and/or content area to be used at the school(s)				
7. There is a plan for selecting and implementing High Quality Instructional Materials, and the applicant included what instructional materials will be used at the campus	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
8. There is a plan and calendar for providing ongoing professional development to all instructional staff at the campus related to implementation of curriculum and instructional materials	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
9. The applicant's framework for instructional design and strategies: • reflects the needs of the school's target population • ensures all students meet or exceed the expectations of Texas state standards • promotes critical-thinking skills	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
10. There is a plan to identify and serve students with learning gaps	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

11. There is an appropriate plan to maximize instructional time	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
12. The applicant provided peer-reviewed research that backs up the program OR evidence of their experience with this program that includes metrics that demonstrate it has been successful	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
13. There is an explanation of how this curriculum and instruction framework create a rigorous, engaging, and high-quality educational experience for students that could be reasonably replicated for the student population at the proposed campus(es)	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
14. There is a valid description of why this model is likely to be effective for the anticipated student population at the proposed campus(es) that is compelling and aligned to the needs that the district has identified	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
C. (High Schools Only) The applicant presented an appropriate plan that ensures students meet graduation standards	**Meets ☐**		**Partially Meets ☐**	**Does Not Meet ☐**
Success Criteria	**Initial Review**		**After Capacity Interview**	
	Score	**Areas for follow up in capacity interview**	**Score**	**Comments/Evidence for Final Recommendation**
15. The applicant included an attachment with exit	☐ Meets ☐ Partially Meets		☐ Meets	

standards for graduating students. This attachment: • Is aligned to state high school graduation standards • Includes what students in the last grade served will know and be able to do • Includes how the applicant will ensure student readiness for college or other post-secondary opportunities (e.g., trade school, military service, or entering the workforce)	☐ Does Not Meet		☐ Partially Meets ☐ Does Not Meet	
16. The applicant described systems and procedures that the school will implement for students at risk of dropping out or not meeting exit standards that are likely to meet the needs of students at the proposed campus(es)	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

D. The applicant provided a plan and demonstrated capacity to serve students in special populations	**Meets ☐**	**Partially Meets ☐**	**Does Not Meet ☐**

Success Criteria	**Initial Review**		**After Capacity Interview**	
	Score	**Areas for follow up in capacity interview**	**Score**	**Comments/Evidence for Final Recommendation**
17. The applicant provided an explanation of evidence from which the projection of anticipated special populations was derived that is reasonable given the district's student population	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

18. The organization or applicant team has experience in fulfilling state and federal obligations and requirements pertaining to students with disabilities, emergent bilingual students, and students identified as intellectually gifted	☐ Meets ☐ Does Not Meet		☐ Meets ☐ Does Not Meet	
19. The applicant provided rationale for their understanding of and ongoing capacity to fulfill state and federal obligations and requirements pertaining to students with disabilities, emergent bilingual students, and students identified as intellectually gifted	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
20. The applicant included a plan for providing services to students in special education. The plan demonstrates that the applicant will successfully: • appropriately identify students for special education services • serve students in the least-restrictive environment possible • provide appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

• provide the required and appropriate support services as outlined in students' Individualized Education Plans and 504 plans • ensure that students receiving special education services participate in standardized testing				
21. The applicant included a plan for providing services to emergent bilingual students. The plan demonstrates that the applicant will successfully: • employ specific instructional programs, practices, and strategies to ensure academic success and equitable access to the general education curriculum and core academic program for emergent bilingual students • monitor and evaluate student progress and success of emergent bilingual students and exit them from services as appropriate • include emergent bilingual students in standardized testing	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

• include emergent bilingual students in school wide educational, extra-curricular, and culture-building activities				
22. The applicant included a plan for providing services to students identified as intellectually gifted. The plan demonstrates that the applicant will successfully: • identify students • provide specific instructional programs, practices, and strategies aligned to the needs of these students	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
E. The applicant provided a sound plan for student recruitment and enrollment	**Meets ☐**		**Partially Meets ☐**	**Does Not Meet ☐**
Success Criteria	**Initial Review**		**After Capacity Interview**	
	Score	**Areas for follow up in capacity interview**	**Score**	**Comments/Evidence for Final Recommendation**
23. The applicant provided a student recruitment and marketing plan that includes safeguards for equal inclusion of all interested students and families, including: • those in poverty • students who have struggled academically • students with disabilities, and • other youth at risk of academic failure	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

24. The applicant attached an Enrollment Policy that complies with state law and includes a lottery policy if more students choose to enroll at the campus than can accommodated	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
25. The applicant's Enrollment Policy includes safeguards or policies that ensure that the school will be open to all eligible students	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
F. The applicant provided a compelling plan for creating a positive school culture	**Meets ☐**		**Partially Meets ☐**	**Does Not Meet ☐**
Success Criteria	**Initial Review**		**After Capacity Interview**	
	Score	**Areas for follow up in capacity interview**	**Score**	**Comments/Evidence for Final Recommendation**
26. The applicant described a vision for the culture of the school(s) that is aligned to the needs the district identified in its Call for Quality Schools	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
27. The applicant's vision for the school: • promotes high expectations • will reasonably establish a positive and safe academic environment • will reasonably create shared ownership of intellectual and social development for all students, including those with special needs, ELs,	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

and students at risk of academic failure				
28. The applicant included a plan for establishing the intended culture. This plan includes processes and procedures to: • develop a common understanding of the intended school culture among staff and students • identify how the intended culture is put in practice and made evident in the daily life of the school • regularly assess and measure progress on student and staff experiences and course-correct when expected progress is not being made	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
29. The applicant included a plan for family engagement. This plan: • includes methods the applicant will use to create an inclusive and welcoming environment • is likely to engage families in positive, constructive, and personalized ways	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
30. The applicant included a plan for providing student support services (e.g.,	☐ Meets ☐ Partially Meets		☐ Meets ☐ Partially Meets	

counseling, mentoring, external service referrals) that includes: • a program to proactively teach mental health and wellness skills to all students • a process for staff to meet frequently to identify and monitor individual student needs • a process to identify support service providers and to connect students with the support services (e.g., counseling, mentoring, external service referrals) that address their needs	☐ Does Not Meet		☐ Does Not Meet	
31. The applicant included the systems and processes the school will use for tracking discipline referrals and interventions, including how they will identify trends and adapt activities accordingly	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
32. The applicant attached the student discipline policy/code of conduct for the proposed campus(es). This policy or code includes: • appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals,	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

promoting a strong school culture • legally sound policies for student discipline, suspension, and expulsion • protection of students' rights to due process				
G. The applicant provided an assessment and evaluation plan that demonstrates their ability to track student progress	**Meets ☐**		**Partially Meets ☐**	**Does Not Meet ☐**
Success Criteria	**Initial Review**		**After Capacity Interview**	
	Score	**Areas for follow up in capacity interview**	**Score**	**Comments/Evidence for Final Recommendation**
33. The applicant included annual student performance goals that: • include targets aligned with the state accountability system • meet the needs/desired outcomes the district wants to achieve with this partnership	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
34. The applicant included a plan (including the meeting structures and frequency) to implement and interpret interim assessments that measure academic progress toward these annual goals throughout the school year	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
35. The applicant included a plan and system for collecting and analyzing student academic	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

achievement data that includes:
• methods to report data to the school community that ensure that stakeholders have equal access to the information
• processes and procedures to use the data to refine and improve instruction that include:
  ○ dedicated, scheduled time to provide training and support to school leadership and teachers in the use of data to improve instruction
  ○ qualified personnel to provide this training and support for school leaders and teachers				

36. The applicant included corrective actions that they will take if they fall short of the academic goals stated in this section. There is a plan to take corrective action for both annual and interim goals that includes: • a clear explanation of what would trigger such actions • who would implement the corrective actions	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

Section 3: Governance, Operating Plan, and Capacity				
H. The response in this section is complete and cohesive		**Meets ☐**	**Partially Meets ☐**	**Does Not Meet ☐**
Success Criteria	**Initial Review**		**After Capacity Interview**	
	Score	**Areas for follow up in capacity interview**	**Score**	**Comments/Evidence for Final Recommendation**
37. The applicant responded to all questions in this section	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
38. The applicant included attachments 4-9	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
39. The overall governance structure and operations plan is: • coherent • aligned with the stated mission and vision • aligned with the academic plan (section 2) • aligned with the finance plan (section 4)	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
40. The overall governance plan is aligned to and likely to meet the needs identified by the district for this campus	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
I. The applicant organization is an eligible entity and includes sufficient staff to manage the campus(es)		**Meets ☐**	**Partially Meets ☐**	**Does Not Meet ☐**
Success Criteria	**Initial Review**		**After Capacity Interview**	
	Score	**Areas for follow up in capacity interview**	**Score**	**Comments/Evidence for Final Recommendation**
41. The attached organizational chart indicates that the organization has already employed staff that	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

will be engaged in daily, on-site school management routines				
42. The daily responsibilities described in the chart include daily on-site school management routines that match the needs of the campus	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
43. The organization is one of the following eligible entities: • open-enrollment charter school • an institution of higher education as defined under Section 61.003 of the Texas Education Code (TEC),] • a private or independent institution of higher education as defined under TEC Section 61.003, or • an organization that is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code	☐ Meets ☐ Does Not Meet		☐ Meets ☐ Does Not Meet	
J. The applicant organization's board is independent of the district, meets legal requirements, and includes qualified members	**Meets ☐**		**Partially Meets ☐**	**Does Not Meet ☐**
Success Criteria	**Initial Review**		**After Capacity Interview**	
	Score	**Areas for follow up in capacity interview**	**Score**	**Comments/Evidence for Final Recommendation**
44. The partner organization board is made up of at least three members	☐ Meets ☐ Does Not Meet		☐ Meets ☐ Does Not Meet	

45. The partner organization board does not include any members of the district's board, the district superintendent, OR any members that are district employees involved in the selection or oversight of the district charter partnership	☐ Meets ☐ Does Not Meet		☐ Meets ☐ Does Not Meet	
46. The bylaws, proposed Code of Ethics and Conflict of Interest policy/procedures, and completed and signed statements of assurances provided by the potential partner assure the current and ongoing independence of the partner board from the district board	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
47. The board member information sheets and resumes for each proposed board member demonstrate that, collectively, the board members have demonstrated experience and success in: • the implementation and oversight of education programs • financial oversight of schools and/or non-profit organizations • implementing legal requirements for schools and/or non-profit organizations • community engagement	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

48. The applicant included a plan to grow and/or sustain board membership, including: • a description of the education, finance, law, and community engagement and other qualifications that current or future board members must possess • a plan to recruit board members with the necessary experiences in education, finance, law, and community engagement described in the preceding bullet point • proposed training requirements and an orientation plan for new board members • proposed ongoing training requirements for board members that will ensure their continued ability to govern charter campuses within the district	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
49. The applicant described how the board will evaluate the success of the school(s) and school leader(s), including: • the criteria by which the board will evaluate the school(s) and leader(s)	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

• meetings that occur frequently enough for the board to have an understanding of the school and leader's performance • the roles and responsibilities of any standing committees				
K. The applicant team has the necessary experience and capacity to manage the campus(es)	**Meets ☐**		**Partially Meets ☐**	**Does Not Meet ☐**
Success Criteria	**Initial Review**		**After Capacity Interview**	
	Score	**Areas for follow up in capacity interview**	**Score**	**Comments/Evidence for Final Recommendation**
50. The applicant team is comprised of members with experience and measurable success in school leadership, administration, and governance	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
51. The applicant team is comprised of members with experience and measurable success in implementing systems for curriculum, instruction, and assessment	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
52. The applicant team is comprised of members with experience and measurable success in performance management	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
53. The applicant team is composed of members with experience and measurable success in parent and community engagement	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

54. The proposed school leader has experience in and demonstrated ability to design, launch, and lead a school and implement the specific educational program being proposed OR the board has a plan (with appropriate timeline) to recruit and retain a leader with the ability to implement the specific educational program being proposed	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
55. The applicant provided measurable performance expectations for the school leader that are: • aligned to the mission of the school • aligned to a trajectory of improved student outcomes for the specific campus or campuses to be operated by the organization • appropriate for both the school launch in the first year of operation to sustainability of improved outcomes in future years	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
L. The applicant has a clear plan to recruit and retain quality staff at the campus(es)	**Meets ☐**		**Partially Meets ☐**	**Does Not Meet ☐**
Success Criteria	**Initial Review**		**After Capacity Interview**	
	Score	**Areas for follow up in capacity interview**	**Score**	**Comments/Evidence for Final Recommendation**

56. The applicant's recruitment and hiring strategy includes: • criteria and protocols for hiring for all campus roles • predetermined selection criteria that demonstrate high standards • selection criteria aligned to the mission and academic program the school will offer • a hiring protocol and timeline that ensure that the school is fully staffed by July 1 of each year	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
57. The applicant's staff development and retention plan includes: • an induction program that is tailored to any unique or particularly challenging aspects of the educational program described in Section 2 • the method the applicant will use to evaluate teacher performance and growth, including the evaluation tools and processes to be used • the method, resources, and timeline that the applicant will use to support school staff • personnel with demonstrated	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

experience and qualifications to provide professional development and facilitate adult learning • how the applicant will identify and retain high-performing staff				
58. The applicant described a process for remedying unsatisfactory leadership and/or teacher performance that includes: • how underperforming staff are identified • the steps and documentation that the applicant will take and collect to remedy the performance • if the school staff will remain district employees, how the applicant will work with the district to change the assignment of the staff	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
M. The applicant has a valid facilities plan		**Meets ☐**	**Partially Meets ☐**	**Does Not Meet ☐**
Success Criteria	**Initial Review**		**After Capacity Interview**	
	Score	**Areas for follow up in capacity interview**	**Score**	**Comments/Evidence for Final Recommendation**
59. The application identifies an appropriate and viable proposed school facility, or the application includes a facilities plan. If the application includes a	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

facilities plan, the plan includes: • the timeline for identifying the facility • how the facility will be financed • how the applicant will renovate and/or ensure code compliance for a facility • how the facilities plan will meet the requirements of the educational program and anticipated student population				
Section 4: Financial Plan				
N. The response in this section is complete and cohesive	**Meets ☐**		**Partially Meets ☐**	**Does Not Meet ☐**
Success Criteria	**Initial Review**		**After Capacity Interview**	
	Score	**Areas for follow up in capacity interview**	**Score**	**Comments/Evidence for Final Recommendation**
60. The applicant responded to all questions in this section	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
61. The applicant included attachment 10	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
62. The overall financial plan is: • coherent • aligned with the stated mission and vision • aligned with the academic plan (section 2) • aligned with the governance and	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

operations plan (section 3)				

O. The applicant demonstrated that the organization has the capacity, processes, and personnel necessary to meet the financial needs of managing the campus(es)	**Meets ☐**	**Partially Meets ☐**	**Does Not Meet ☐**

Success Criteria	**Initial Review**		**After Capacity Interview**	
	Score	**Areas for follow up in capacity interview**	**Score**	**Comments/Evidence for Final Recommendation**
63. The applicant's description of the organization's systems, policies, and processes for financial planning, accounting, purchasing, and payroll that are aligned with and will allow the school to meet financial accountability requirements	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
64. The applicant organization has (or has plans to hire) staff the with necessary qualifications to manage the organization's financial systems, policies, and processes	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
65. The application describes: • the organization's internal controls that meet the standard outlined in the Financial Accountability System Resource Guide (Module 2: Special Supplement – Charter Schools) • the applicant's knowledge of and ability	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

to meet financial reporting requirements • how the applicant will conduct independent annual financial and administrative audits that meet district requirements				
66. The financial plan describes roles and responsibilities among the administration and governing board regarding school finance that align with the internal controls described in the preceding criteria	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
67. The financial plan includes the methods the applicant will employ to publicly adopt the school's budget and disseminate its annual audit and an annual report	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
68. The operating budget and narrative include reasonable: • grant/fundraising assumptions, • amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable), and • projected cost to implement the academic	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

model described in this application				
69. The organization's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated includes: • how the organization will identify the specific areas of financial weakness • what corrective actions the organization will take to remedy specific areas of financial weakness and/or how a corrective action plan will be developed • how the organization will ensure a contingency or corrective action plan is successfully implemented	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

Section 5: Existing Partner/Experienced Partner Supplement			
P. The response in this section is complete and cohesive	**Meets ☐**	**Partially Meets ☐**	**Does Not Meet ☐**

Success Criteria	**Initial Review**		**After Capacity Interview**	
	Score	**Areas for follow up in capacity interview**	**Score**	**Comments/Evidence for Final Recommendation**
70. The applicant responded to all questions in this section	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
71. The applicant included supplemental attachments 1 and 2, and supplemental attachment 3 (if applicable)	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

72. The supplemental information demonstrates the organization has experience and success in implementing the model described in the rest of the application	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
Q. The applicant has demonstrated a successful academic and financial track record	**Meets ☐**		**Partially Meets ☐**	**Does Not Meet ☐**
Success Criteria	**Initial Review**		**After Capacity Interview**	
	Score	**Areas for follow up in capacity interview**	**Score**	**Comments/Evidence for Final Recommendation**
73. The applicant provided evidence of measurable success in: • academic success • serving populations similar to the population the applicant intends to serve • successful management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs)	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
74. The applicant's independent financial audit report and its most recent annual report of the experienced partner applicant or ESP/CMO: • demonstrates the financial health of the organization • provides reasonable assurance that the	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

organization will maintain this financial health when operating the proposed campus(es) in this district				
75. The applicant does not have a history of charter revocations, non-renewals, withdrawals, or failures to open	☐ Meets ☐ Does Not Meet		☐ Meets ☐ Does Not Meet	
76. If the applicant is partnering with an F rated campus, the applicant has: • Been in existence for at least three years prior to undertaking the management of the district campus • Managed multiple campuses for multiple years • Has a track record of managing campuses to academic success or has significantly improved the academic performance of the campuses				

R. If applicable, the applicant provided a clear Education Service Provider (ESP) or Charter Management Organization (CMO) plan	**Meets ☐**	**Partially Meets ☐**	**Does Not Meet ☐**

Success Criteria	**Initial Review**		**After Capacity Interview**	
	Score	**Areas for follow up in capacity interview**	**Score**	**Comments/Evidence for Final Recommendation**
77. The management agreement between the ESP	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

or CMO and the applicant organization includes: • a detailed description of the roles and responsibilities of the ESP or CMO • a detailed explanation of the scope of services and costs of all resources to be provided by the ESP or CMO • a detailed description of the oversight and evaluation methods that the board will use to oversee the ESP or CMO, including schoolwide and student achievement results which the management organization is responsible for achieving, and a description of how often, and in what ways, the board will review and evaluate the ESP's or CMO's progress toward achieving agreed-upon goals • a detailed explanation of the conditions, standards, and procedures for board intervention if the management organization's performance is deemed unsatisfactory				

• a detailed explanation of the compensation structure, including clear identification of all fees to be paid to the ESP or CMO and the schedule on which the ESP or CMO will receive compensation • a detailed explanation of the financial responsibilities of the ESP or CMO, including the ownership of items purchased with public funds, including which operating and capital expenditures each party will be responsible for assuming, what types of spending decisions the ESP or CMO can make without obtaining board approval, and what reports the ESP or CMO will submit to the board on financial performance and on what schedule • a detailed description of the duration, renewal, and termination of the management agreement, including how often the management agreement may be renewed, the conditions that both the ESP or CMO and the school must satisfy for				

the management agreement to be renewed, and the procedures for determining whether the management agreement will be renewed • a detailed description of the grounds for which the ESP/CMO or the school can terminate the management agreement for cause, including provisions for notice to the other party and any conditions under which either party may terminate the management agreement without cause • an explanation and justification of any indemnification provisions in the event of default or breach by either party				
78. The applicant included a plan for the operation of the school in the case that the management agreement is terminated that includes how this plan would be enforced and carried out	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
79. The applicant included: • assurance that the board is independent from the ESP or CMO and self-governing, including	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

separate legal representation of each and arm's-length negotiating and no existing or potential conflicts of interest between the school's governing board and proposed ESP or any affiliated business entities • evidence of the board's independence				
80. The applicant included a clear and detailed explanation of the supervisory responsibilities of the ESP/CMO (if any), including which school employees the ESP/CMO will supervise, how the ESP/CMO will supervise these employees, and how the charter school board will oversee the ESP/CMO supervisory responsibilities	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	
81. The applicant included a detailed explanation and compelling justification of any lease, promissory notes, or other negotiable instruments, any lease-purchase agreements or other financing relationships with the ESP/CMO, including evidence that such agreements are separately documented and not part of	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

or incorporated in the ESP/CMO agreement				
82. The applicant included a detailed explanation and compelling justification of any loans, grants, or investments made between the ESP/CMO and the school, including an explanation and justification of how any such loans, grants, or investments may be initiated, repaid, and refused by the school	☐ Meets ☐ Partially Meets ☐ Does Not Meet		☐ Meets ☐ Partially Meets ☐ Does Not Meet	

Section 2: Academic Plan

A. The response in this section is complete and cohesive

1. Applicant responded to all questions in this section
2. Applicant included attachments 1 (if applicable), 2, and 3
3. The overall academic plan is coherent and aligned with the stated mission and vision
4. The overall academic plan is aligned to and likely to meet the needs identified by the district for this campus

B. The applicant presented a clear plan to implement high-quality curriculum and effective instruction, and there is compelling justification and rationale for the curriculum and instruction plan

5. The applicant has selected a curriculum that is aligned to Texas standards
6. The applicant has developed or has a viable plan to develop a scope and sequence for each grade level and/or content area to be used at the school(s)
7. There is a plan for selecting and implementing High Quality Instructional Materials, and the applicant included what instructional materials will be used at the campus
8. There is a plan and calendar for providing ongoing professional development to all instructional staff at the campus related to implementation of curriculum and instructional materials
9. The applicant's framework for instructional design and strategies:
   - reflects the needs of the school's target population
   - ensures all students meet or exceed the expectations of Texas state standards
   - promotes critical-thinking skills
10. There is a plan to identify and serve students with learning gaps
11. There is an appropriate plan to maximize instructional time
12. The applicant provided peer-reviewed research that backs up the program OR evidence of their experience with this program that includes metrics that demonstrate it has been successful
13. There is an explanation of how this curriculum and instruction framework create a rigorous, engaging, and high-quality educational experience for students that could be reasonably replicated for the student population at the proposed campus(es)
14. There is a valid description of why this model is likely to be effective for the anticipated student population at the proposed campus(es) that is compelling and aligned to the needs that the district has identified

C. (High Schools Only) The applicant presented an appropriate plan that ensures students meet graduation standards

15. The applicant included an attachment with exit standards for graduating students. This attachment:
    - Is aligned to state high school graduation standards
    - Includes what students in the last grade served will know and be able to do
    - Includes how the applicant will ensure student readiness for college or other post-secondary opportunities (e.g., trade school, military service, or entering the workforce)

16. The applicant described systems and procedures that the school will implement for students at risk of dropping out or not meeting exit standards that are likely to meet the needs of students at the proposed campus(es)

D. The applicant provided a plan and demonstrated capacity to serve students in special populations

17. The applicant provided an explanation of evidence from which the projection of anticipated special populations was derived that is reasonable given the district's student population
18. The organization or applicant team has experience in fulfilling state and federal obligations and requirements pertaining to students with disabilities, ELs, and students identified as intellectually gifted
19. The applicant provided rationale for their understanding of and ongoing capacity to fulfill state and federal obligations and requirements pertaining to students with disabilities, ELs, and students identified as intellectually gifted
20. The applicant included a plan for providing services to students in special education. The plan demonstrates that the applicant will successfully:
    - appropriately identify students for special education services
    - serve students in the least-restrictive environment possible
    - provide appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities
    - provide the required and appropriate support services as outlined in students' Individualized Education Plans and 504 plans
    - ensure that students receiving special education services participate in standardized testing
21. The applicant included a plan for providing services to English Learners (ELs). The plan demonstrates that the applicant will successfully:
    - employ specific instructional programs, practices, and strategies to ensure academic success and equitable access to the general education curriculum and core academic program for ELs
    - monitor and evaluate student progress and success of ELs and exit them from services as appropriate
    - include ELs in standardized testing
    - include ELs in school wide educational, extra-curricular, and culture-building activities
22. The applicant included a plan for providing services to students identified as intellectually gifted. The plan demonstrates that the applicant will successfully:
    - identify students
    - provide specific instructional programs, practices, and strategies aligned to the needs of these students

E. The applicant provided a sound plan for student recruitment and enrollment

23. The applicant provided a student recruitment and marketing plan that includes safeguards for equal inclusion of all interested students and families, including:
    - those in poverty
    - students who have struggled academically
    - students with disabilities, and
    - other youth at risk of academic failure
24. The applicant attached an Enrollment Policy that complies with state law and includes a lottery policy if more students choose to enroll at the campus than can accommodated
25. The applicant's Enrollment Policy includes safeguards or policies that ensure that the school will be open to all eligible students

F. The applicant provided a compelling plan for creating a positive school culture

26. The applicant described a vision for the culture of the school(s) that is aligned to the needs the district identified in its Call for Quality Schools
27. The applicant's vision for the school:
    - promotes high expectations
    - will reasonably establish a positive and safe academic environment
    - will reasonably create shared ownership of intellectual and social development for all students, including those with special needs, ELs, and students at risk of academic failure
28. The applicant included a plan for establishing the intended culture. This plan includes processes and procedures to:
    - develop a common understanding of the intended school culture among staff and students
    - identify how the intended culture is put in practice and made evident in the daily life of the school
    - regularly assess and measure progress on student and staff experiences and course-correct when expected progress is not being made
29. The applicant included a plan for family engagement. This plan:
    - includes methods the applicant will use to create an inclusive and welcoming environment
    - is likely to engage families in positive, constructive, and personalized ways
30. The applicant included a plan for providing student support services (e.g., counseling, mentoring, external service referrals) that includes:
    - a program to proactively teach mental health and wellness skills to all students
    - a process for staff to meet frequently to identify and monitor individual student needs
    - a process to identify support service providers and to connect students with the support services (e.g., counseling, mentoring, external service referrals) that address their needs
31. The applicant included the systems and processes the school will use for tracking discipline referrals and interventions, including how they will identify trends and adapt activities accordingly
32. The applicant attached the student discipline policy/code of conduct for the proposed campus(es). This policy or code includes:
    - appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture
    - legally sound policies for student discipline, suspension, and expulsion
    - protection of students' rights to due process

G. The applicant provided an assessment and evaluation plan that demonstrates their ability to track student progress

33. The applicant included annual student performance goals that:
    - include targets aligned with the state accountability system
    - meet the needs/desired outcomes the district wants to achieve with this partnership
34. The applicant included a plan (including the meeting structures and frequency) to implement and interpret interim assessments that measure academic progress toward these annual goals throughout the school year
35. The applicant included a plan and system for collecting and analyzing student academic achievement data that includes:
    - methods to report data to the school community that ensure that stakeholders have equal access to the information

- processes and procedures to use the data to refine and improve instruction that include:
    - dedicated, scheduled time to provide training and support to school leadership and teachers in the use of data to improve instruction
    - qualified personnel to provide this training and support for school leaders and teachers

36. The applicant included corrective actions that they will take if they fall short of the academic goals stated in this section.

There is a plan to take corrective action for both annual and interim goals that includes:

- a clear explanation of what would trigger such actions
- who would implement the corrective actions

Section 3: Governance, Operating Plan, and Capacity

H. The response in this section is complete and cohesive

37. The applicant responded to all questions in this section
38. The applicant included attachments 4-9
39. The overall governance structure and operations plan is:
    - coherent
    - aligned with the stated mission and vision
    - aligned with the academic plan (section 2)
    - aligned with the finance plan (section 4)
40. The overall governance plan is aligned to and likely to meet the needs identified by the district for this campus

I. The applicant organization is an eligible entity and includes sufficient staff to manage the campus(es)

41. The attached organizational chart indicates that the organization has already employed staff that will be engaged in daily, on-site school management routines
42. The daily responsibilities described in the chart include daily, on-site school management routines that match the needs of the campus
43. The organization is one of the following:
    - open-enrollment charter school
    - an institution of higher education as defined under Section 61.003 of the Texas Education Code (TEC),]
    - a private or independent institution of higher education as defined under TEC Section 61.003, or
    - an organization that is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code

J. The applicant organization's board is independent of the district, meets legal requirements, and includes qualified members

44. The partner organization board is made up of at least three members
45. The partner organization board does not include any members of the district's board, the district superintendent, OR any members that are district employees involved in the selection or oversight of the district charter partnership
46. The bylaws, proposed Code of Ethics and Conflict of Interest policy/procedures, and completed and signed statements of assurances provided by the potential partner assure the current and ongoing independence of the partner board from the district board

47. The board member information sheets and resumes for each proposed board member demonstrate that, collectively, the board members have demonstrated experience and success in:
    - the implementation and oversight of education programs
    - financial oversight of schools and/or non-profit organizations
    - implementing legal requirements for schools and/or non-profit organizations
    - community engagement
48. The applicant included a plan to grow and/or sustain board membership, including:
    - a description of the education, finance, law, and community engagement and other qualifications that current or future board members must possess
    - a plan to recruit board members with the necessary experiences in education, finance, law, and community engagement described in the preceding bullet point
    - proposed training requirements and an orientation plan for new board members
    - proposed ongoing training requirements for board members that will ensure their continued ability to govern charter campuses within the district
49. The applicant described how the board will evaluate the success of the school(s) and school leader(s), including:
    - the criteria by which the board will evaluate the school(s) and leader(s)
    - meetings that occur frequently enough for the board to have an understanding of the school and leader's performance
    - the roles and responsibilities of any standing committees

K. The applicant team has the necessary experience and capacity to manage the campus(es)

50. The applicant team is comprised of members with experience and measurable success in school leadership, administration, and governance
51. The applicant team is comprised of members with experience and measurable success in implementing systems for curriculum, instruction, and assessment
52. The applicant team is comprised of members with experience and measurable success in performance management
53. The applicant team is composed of members with experience and measurable success in parent and community engagement
54. The proposed school leader has experience in and demonstrated ability to design, launch, and lead a school and implement the specific educational program being proposed OR the board has a plan (with appropriate timeline) to recruit and retain a leader with the ability to implement the specific educational program being proposed
55. The applicant provided measurable performance expectations for the school leader that are:
    - aligned to the mission of the school
    - aligned to a trajectory of improved student outcomes for the specific campus or campuses to be operated by the organization
    - appropriate for both the school launch in the first year of operation to sustainability of improved outcomes in future years

L. The applicant has a clear plan to recruit and retain quality staff at the campus(es)

56. The applicant's recruitment and hiring strategy includes:
    - criteria and protocols for hiring for all campus roles
    - predetermined selection criteria that demonstrate high standards

- selection criteria aligned to the mission and academic program the school will offer
- a hiring protocol and timeline that ensure that the school is fully staffed by July 1 of each year

57. The applicant's staff development and retention plan includes:
    - an induction program that is tailored to any unique or particularly challenging aspects of the educational program described in Section 2
    - the method the applicant will use to evaluate teacher performance and growth, including the evaluation tools and processes to be used
    - the method, resources, and timeline that the applicant will use to support school staff
    - personnel with demonstrated experience and qualifications to provide professional development and facilitate adult learning
    - how the applicant will identify and retain high-performing staff
58. The applicant described a process for remedying unsatisfactory leadership and/or teacher performance that includes:
    - how underperforming staff are identified
    - the steps and documentation that the applicant will take and collect to remedy the performance
    - if the school staff will remain district employees, how the applicant will work with the district to change the assignment of the staff

M. The applicant has a valid facilities plan

59. The application identifies an appropriate and viable proposed school facility, or the application includes a facilities plan. If the application includes a facilities plan, the plan includes:
    - the timeline for identifying the facility
    - how the facility will be financed
    - how the applicant will renovate and/or ensure code compliance for a facility
    - how the facilities plan will meet the requirements of the educational program and anticipated student population

Section 4: Financial Plan

N. The response in this section is complete and cohesive

60. The applicant responded to all questions in this section
61. The applicant included attachment 10
62. The overall financial plan is:
    - coherent
    - aligned with the stated mission and vision
    - aligned with the academic plan (section 2)
    - aligned with the governance and operations plan (section 3)

O. The applicant demonstrated that the organization has the capacity, processes, and personnel necessary to meet the financial needs of managing the campus(es)

63. The applicant's description of the organization's systems, policies, and processes for financial planning, accounting, purchasing, and payroll that are aligned with and will allow the school to meet financial accountability requirements

64. The applicant organization has (or has plans to hire) staff the with necessary qualifications to manage the organization's financial systems, policies, and processes
65. The application describes:
    - the organization's internal controls that meet the standard outlined in the Financial Accountability System Resource Guide (Module 2: Special Supplement – Charter Schools)
    - the applicant's knowledge of and ability to meet financial reporting requirements
    - how the applicant will conduct independent annual financial and administrative audits that meet district requirements
66. The financial plan describes roles and responsibilities among the administration and governing board regarding school finance that align with the internal controls described in the preceding criteria
67. The financial plan includes the methods that the applicant will employ to publicly adopt the school's budget and disseminate its annual audit and an annual report
68. The operating budget and narrative include reasonable:
    - grant/fundraising assumptions,
    - amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable), and
    - projected cost to implement the academic model described in this application
69. The organization's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated includes:
    - how the organization will identify the specific areas of financial weakness
    - what corrective actions the organization will take to remedy specific areas of financial weakness and/or how a corrective action plan will be developed
    - how the organization will ensure that a contingency or corrective action plan is successfully implemented

Section 5: Existing Partner/Experienced Partner Supplement

P. The response in this section is complete and cohesive

70. The applicant responded to all questions in this section
71. The applicant included supplemental attachments 1 and 2, and supplemental attachment 3 (if applicable)
72. The supplemental information demonstrates that the organization has experience and success in implementing the model described in the rest of the application

Q. The applicant has demonstrated a successful academic and financial track record

73. The applicant provided evidence of measurable success in:
    - academic success
    - serving populations similar to the population that the applicant intends to serve
    - successful management of non-academic school functions (e.g., back- office services, school operations, extracurricular programs)
74. The applicant's independent financial audit report and its most recent annual report of the experienced partner applicant or ESP:

- demonstrates the financial health of the organization
- provides reasonable assurance that the organization will maintain this financial health when operating the proposed campus(es) in this district

75. The applicant does not have a history of charter revocations, non-renewals, withdrawals, or failures to open
76. If the applicant is partnering with an F rated campus, the applicant has:
    - Been in existence for at least three years prior to undertaking the management of the district campus
    - Managed multiple campuses for multiple years
    - Has a track record of managing campuses to academic success or has significantly improved the academic performance of the campuses

R. If applicable, the applicant provided a clear Education Service Provider (ESP) or Charter Management Organization (CMO) plan

77. The management agreement between the ESP/CMO and the applicant organization includes:
    - a detailed description of the roles and responsibilities of the ESP/CMO
    - a detailed explanation of the scope of services and costs of all resources to be provided by the ESP/CMO
    - a detailed description of the oversight and evaluation methods that the board will use to oversee the ESP/CMO, including schoolwide and student achievement results which the management organization is responsible for achieving, and a description of how often, and in what ways, the board will review and evaluate the ESP/CMO's progress toward achieving agreed-upon goals
    - a detailed explanation of the conditions, standards, and procedures for board intervention if the management organization's performance is deemed unsatisfactory
    - a detailed explanation of the compensation structure, including clear identification of all fees to be paid to the ESP/CMO and the schedule on which the ESP/CMO will receive compensation
    - a detailed explanation of the financial responsibilities of the ESP/CMO, including the ownership of items purchased with public funds, including which operating and capital expenditures each party will be responsible for assuming, what types of spending decisions the ESP/CMO can make without obtaining board approval, and what reports the ESP/CMO will submit to the board on financial performance and on what schedule
    - a detailed description of the duration, renewal, and termination of the management agreement, including how often the management agreement may be renewed, the conditions that both the ESP/CMO and the school must satisfy for the management agreement to be renewed, and the procedures for determining whether the management agreement will be renewed
    - a detailed description of the grounds for which the ESP/CMO or the school can terminate the management agreement for cause, including provisions for notice to the other party and any conditions under which either party may terminate the management agreement without cause
    - an explanation and justification of any indemnification provisions in the event of default or breach by either party
78. The applicant included a plan for the operation of the school in the case that the management agreement is terminated that includes how this plan would be enforced and carried out
79. The applicant included:
    - assurance that the board is independent from the ESP/CMO and self-governing, including separate legal representation of each and arm's-length negotiating and no existing or potential conflicts of interest between the school's governing board and proposed ESP/CMO or any affiliated business entities
    - evidence of the board's independence
80. The applicant included a clear and detailed explanation of the supervisory responsibilities of the ESP/CMO (if any), including which school employees the ESP/CMO will supervise, how the ESP/CMO will supervise these employees, and how the charter school board will oversee the ESP/CMO supervisory responsibilities

81. The applicant included a detailed explanation and compelling justification of any lease, promissory notes, or other negotiable instruments, any lease-purchase agreements or other financing relationships with the ESP/CMO, including evidence that such agreements are separately documented and not part of or incorporated in the ESP/CMO agreement
82. The applicant included a detailed explanation and compelling justification of any loans, grants, or investments made between the ESP/CMO and the school, including an explanation and justification of how any such loans, grants, or investments may be initiated, repaid, and refused by the school