

**TENNESSEE CHARTER SCHOOL APPLICATION EVALUATION
RATINGS AND SAMPLE SCORING CRITERIA**

Ratings and Criteria

State law requires the Tennessee Department of Education to provide “a standard application format,” T.C.A. 49-13-116, and “sample scoring criteria addressing the elements of the charter school application specified in the Tennessee Public Charter Schools Act of 2002,” SBE Rule 0520-14-01-.01(2).

Evaluators will use the following criteria to rate applications. Within each subsection, specific criteria define the expectations for a well thought out response that “Meets the Standard.” Evaluators will rate the responses by applying the following guidance:

Rating	Characteristics
Meets or Exceeds the Standard	The response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals of the school. The response includes specific and accurate information that shows thorough preparation
Partially Meets Standard	The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.
Does Not Meet Standard	The response is significantly incomplete; demonstrates lack of preparation; is unsuited to the mission and vision of the district or otherwise raises significant concerns about the viability of the plan or the applicant’s ability to carry it out

An application that merits a recommendation for approval should present a clear, realistic picture of how the school expects to operate; be detailed in how this school will raise student achievement; and inspire confidence in the applicant’s capacity to successfully implement the proposed academic and operational plans. In addition to meeting the criteria that are specific to that section, each part of the proposal should align with the overall mission, budget, and goals of the application.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews.

Applications that do not meet or exceed the standard in all sections (academic plan, operations plan, financial plan, and, if applicable, past performance), as evidenced by the summary review ratings, and applications that do not meet or exceed any additional LEA requirements will be deemed not ready for approval. Tennessee law states, “The approval by the chartering authority of a public charter school application shall be in the form of a written agreement signed by the sponsor and the chartering authority, which shall be binding upon the governing body of the public charter school. The charter agreement . . .

shall be in writing and contain all components of the application.” T.C.A. § 49-13-110(a). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

INSTRUCTIONS TO REVIEWERS

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each section of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

“The plan aligns with the overall mission and vision because . . .”

“The chosen curriculum is research based and proven effective with the targeted population of students because . . .”

Weaknesses of the academic plan

“The curriculum and daily schedule do not align with the mission and vision because . . .”

“The discipline plan does not include provisions for students with disabilities.”

Strengths of the operations plan

“The governing body is diverse and will be able to support the school effectively.”

“The plan to recruit school leaders and teachers is robust and aligns with the mission of the school.”

Weaknesses of the operations plan

“The governing board is composed of only two people who do not have sufficient credentials to support school leadership.”

“The staffing projections do not align with the number of students or the stated mission of the school.”

Strengths of the financial plan

“The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school.”

“The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies.”

Weaknesses of the financial plan

“The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed.”

“The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers.”

Step by step instructions for evaluators

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of application to determine which subsections the application was required to complete. The table below contains the required sections per applicant type.

APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
New-Start Applicant	Operator with no existing schools	<ul style="list-style-type: none"> • Academic Plan Design and Capacity: 1.1 through 1.12 • Operations Plan and Capacity: 2.1 through 2.10 • Financial Plan and Capacity: 3.1 and 3.2
Existing Tennessee Operator Proposing New Focus/Grade Structure	Operator with existing schools in Tennessee proposing to change their focus and/or grade structure	<ul style="list-style-type: none"> • Academic Plan Design and Capacity: 1.1 through 1.14 • Operations Plan and Capacity: 2.1 through 2.16 • Financial Plan and Capacity: 3.1 through 3.3 • Portfolio Review and Performance Record: 4.1
OR Existing non-Tennessee operator	OR Operator with existing schools outside of Tennessee	
Existing Tennessee Operator Proposing Exact Focus/Grade Structure	Operator with existing schools in Tennessee proposing no change in focus or grade structure	<ul style="list-style-type: none"> • Submit original application • Academic Plan Design and Capacity: 1.2, 1.12, 1.13, and 1.14 • Operations Plan and Capacity: 2.11. through 2.16 • Financial Plan and Capacity: 3.4 • Portfolio Review and Performance Record: 4.1

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the “Strengths” area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the “Concerns/Questions” area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.
4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. 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 simply cut and pasted from your subsection analysis.
5. Use the “Final Rating” area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
 - a. Complete the “Final Rating” area on the summary page for each major section. Document any additional evidence gathered during the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name:

Proposed School Name:

Application includes an Executive Summary.

Yes

No

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The mission statement defines the purpose of the proposed charter school. ▪ The mission statement is clear, concise, compelling and measurable. ▪ The vision provides a coherent description of what the school will look like when it is achieving its mission. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ A clear description of the community where school intends to draw students including school zones and academic performance of surrounding schools. ▪ Rationale for selecting the community where school will locate and description of how the school will serve as a needed alternative. ▪ Completed enrollment summary and anticipated demographics charts with reasonable enrollment projections. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ A clear and comprehensive explanation of the school's academic focus that is aligned with the school's mission and vision. ▪ A framework for a rigorous research based academic plan that reflects the needs of the targeted student population and is aligned with the school's stated mission and vision. ▪ A robust and quality curriculum overview, supported by research, with a plan for implementation that includes all grades the school will eventually include. ▪ Evidence the curriculum design is aligned with the Tennessee State Standards. ▪ Evidence the proposed academic plan will be appropriate and effective for growing all students while at the same time closing achievement gaps. ▪ A description of effective methods for providing differentiated instruction to meet the needs of all students, including a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ If including blended learning, a clear explanation of the model the school will use and the role of teachers within the blended learning environment. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals contribute to the stated mission and vision of the school. ▪ Clear and compelling process for setting, monitoring, and / or revising academic achievement goals. ▪ Evidence of clear, rigorous promotion/retention and exit policies and standards. ▪ Appropriate, well-defined corrective action plan if school falls below state and/or district academic achievement expectations. ▪ A clear description of the school's approach to help remediate students' academic underperformance based on assessment and other data, and evidence the chosen approach will result in improved academic achievement. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE

Characteristics of a strong response:

- Inclusion of strong prior experience in turning around or converting an underperforming school or plan for doing so if the organization does not have prior experience.
- A clear explanation for how the organization will engage with the neighborhood, community, and student population prior to conversion.
- Specific ways to engage and transform the existing school culture and how the organization will determine what aspects of school culture to keep, modify, or add.
- If proposing a phase-in approach, the organization clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues.
- If proposing a full school take-over approach, the organization has a clear plan for communicating with existing staff and a comprehensive plan for needed additional support to ensure student success.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
--	---	---

Strengths	Page

Concerns/Questions	Page

Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
--	---	---

Strengths	Page

Concerns/Questions	Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Plan for meeting the Tennessee Graduation Requirements (including credits, transcripts, electives, GPA calculation) and compelling explanation of any additional requirements beyond the State’s requirements. ▪ Clear, persuasive explanation of how the school’s graduation requirements will ensure student readiness for college or other postsecondary opportunities, including trade school, military service, or entering the workforce). ▪ Effective systems and structures for students at risk of dropping out or not meeting graduation requirements. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Assessment selection will provide sufficiently rich data for evaluation of the academic program and align with state standards. ▪ Assessment plan details the collection and analysis of individual students, student cohorts, and school level performance throughout the school year, at the end of the academic year and for the term of the charter. ▪ A process for using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders. ▪ Demonstrates an understating of the obligation under state law to participate in the statewide system of assessments and accountability. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ School calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ Calendar and schedule support implementation of the academic plan and align with stated mission and vision. ▪ Description of a typical day for teachers and students align with key priorities of the academic plan and the overall mission and vision for the school. ▪ If proposing Saturday School, summer school, or after school programming, a description of programming is included 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ An identified founding school team member with experience working with special populations. ▪ Clear process for identifying students with disabilities, English Language Learners, and at-risk students, and gifted students. ▪ Clear description of RTI² procedures, including a plan for how data will be collected, progress will be monitored, and instructional decisions made related to student performance ▪ A viable plan to provide students with special needs with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ Requirements and processes for monitoring services to students in need and plans to exit students that attain sufficient progress. ▪ An understanding of, and capacity to fulfill, State and federal obligations and requirements pertaining to students with disabilities and English Language Learners. ▪ A realistic plan for hiring licensed and highly qualified personnel including service providers, nursing, and educational assistants. ▪ Evidence of adequate resources and staff to meet the needs of all students, including professional development for teachers. ▪ Articulated plan for how the school will utilize and evaluate data to inform instruction and evaluate academic progress for students with disabilities, English learners, at-risk students, and gifted students. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ A clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ Coherent plan for creating and sustaining the intended culture for students, teachers, administrators, and parents from the school's inception, and for integrating new students and families as they arrive. ▪ Plan for how school culture will embrace students with special needs. ▪ Student discipline policy (Attachment B) that provides for effective strategies to support a safe, orderly school climate and strong school culture while respecting student rights. ▪ Evidence of legally sound discipline policies that outline discipline procedures, suspension, and expulsion procedures and appeals processes. ▪ If not included as part of school handbook (Attachment B), inclusion of student discipline policy (Attachment C) ▪ Thoughtful consideration of how the discipline policies protect the rights of students with disabilities.. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.11 MARKETING, RECRUITMENT, AND ENROLLMENT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Articulated student recruitment and marketing plan, timeline, and enrollment policy that will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Language Learners. ▪ Enrollment policy (Attachment D) that complies with state law and district policies. ▪ Compelling student outreach plan that includes community, family, and student involvement, and that is realistic and likely to foster student retention and community support. ▪ Description of existing community resources and partnerships already formed that will benefit students and parents and that include a description of the nature, purposes, terms, and scope of services of any such partnerships; and evidence of commitment from identified community partners including documentation of pledged support (Attachment E), if available. ▪ Letters of support, MOUs, or contracts (Attachment E) to show proposed school is welcomed by the community. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.12 COMMUNITY INVOLVEMENT AND PARENT ENGAGEMENT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Plan for student recruitment after school has opened. ▪ A sound and compelling plan for engaging parents and community partners in the design and life of the school. ▪ Clear plan for informing and educating parents on school policies. 		
Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		
Concerns/Questions		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.13 EXISTING ACADEMIC PLAN (FOR EXISTING OPERATORS)		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Key features of the existing academic plan that will significantly differ from the operator's existing schools (if any). ▪ Clear, concise rationale for any academic program variance that includes implementation strategies, resources needed, and expected outcomes. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.14 PERFORMANCE MANAGEMENT (FOR EXISTING OPERATORS)		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Clear description of any mission-specific goals and targets the organization will have, with measures and/or assessments fully described and a rationale for their choices. ▪ Clear and compelling explanation of how the organization will measure its academic progress – individual students, student cohorts, all grade levels within a school and across the network of schools. ▪ Appropriate, well-defined corrective action plan if one school, student cohort, or entire network of schools falls below state and/or district academic achievement expectations. ▪ Clear and concise contingency plans that describe in great detail how the organization will react in the event academic targets are not met, and how the organization will react to adversity through delayed or modified growth. ▪ Plans for how the organization will assess its readiness to grow and under what circumstances the organization will delay or modify its growth plan. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Strong understanding of the roles and responsibilities of a governing board including structure, size, powers, duties, and expertise that aligns with the school's mission and vision. ▪ Proposed structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ Evidence the proposed board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community experience and expertise. ▪ Plans for meaningful board training as required by law. ▪ If applicable, a timely plan for creating or transitioning from a founding board to a school governing board. ▪ Clear, compelling plans to ensure parents have access to the governing board, including a process for complaints that is fair, transparent and a plan for communicating the process. ▪ Sound plan and timeline for board recruitment, expansion and orientation of new members. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Compelling plan for leading the development of the school from post-approval to opening, including identification of a capable individual or team to lead the planning and start-up, as well as a viable plan for compensating this individual or team during the planning year. ▪ Adequately addresses potential challenges. ▪ Detailed start-up plan specifying tasks and timelines which are aligned with a sound start-up budget. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.3 FACILITIES		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Facility plans are reasonable and adequately meet the requirements of the educational program and anticipated student population. ▪ A sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The schools organizational charts (Attachment G) clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. ▪ If leader is identified, chosen leaders have necessary qualifications, competencies, and capacity for their assigned roles and resumes for school leadership are included (Attachment H). If available, includes previous student achievement data for school leadership (Attachment H). NOTE: If school leader has not been chosen, a clear description of qualifications, expectations, responsibilities and timeline for hiring is included. ▪ Identifies strategies for supporting school leadership. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong staff and are well suited to the school. ▪ Compensation packages are likely to attract and retain strong staff are clearly defined. ▪ Provides a strong plan for supporting, developing, and annually evaluating school leadership and teachers that aligns statewide evaluation requirements. ▪ Effective planning for unsatisfactory leadership/teacher performance and turnover. ▪ Employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust and aligned with the educational program and conducive to the school's success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Professional development standards, opportunities, leadership, and calendar/scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ Thoughtful plan for professional development in the areas of special education and English Language Learners, including implementation of IEP's, discipline of students with disabilities and communication with ELL families. ▪ Professional development plan supports professional growth, generates collaboration, and cultivates future leadership. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.6 INSURANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Plan to secure comprehensive and adequate insurance coverage, including worker’s compensation, liability, property, indemnity, directors and officers, automobile, sexual abuse and any other required coverage. ▪ If applicable, additional liability for such activities as sports teams. ▪ Insurance company letter (Attachment J) states required coverage will be provided upon approval of the charter school application. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Clear description of transportation plan that includes anticipated routes, extracurricular activities, and Saturday school where applicable. ▪ A comprehensive oversight plan that identifies school staff responsible for this oversight. ▪ Description of how the school will arrange transportation for special needs students where necessary. ▪ Demonstrated familiarity with state and federal regulations relating to provision of transportation services to students. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ A clear description of how the school will offer food service to all students, adhering to all nutritional guidelines. ▪ A plan to collect free and reduced price lunch information, including procedures to receive reimbursement. ▪ A plan to ensure compliance with applicable state and federal regulations. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Detailed plans for use of technology within the classroom and for state assessments. ▪ Provides compelling data management plan that includes communication strategies for parents. ▪ Demonstrates understanding of health and safety requirements that includes a plan for hiring a registered nurse for creating individual health plans as required by law. ▪ Detailed safety and security plans for students, staff, guests, and property. ▪ Provides detailed maintenance plan for school facilities. ▪ If school plans to contract with a CMO, describes rationale and process for selecting CMO and explanation of why the CMO is a strong choice and good fit for the proposed school and community. ▪ Provides clear division of roles between the board and the service provider. ▪ If available, the CMO arrangement (Attachment K) is free of conflicts of interest and there is a viable plan for identifying and managing potential conflicts. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.10 WAIVERS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Detailed description of waivers requested that includes compelling and thoughtful rationale describing how the waivers will impact student achievement. ▪ A demonstrated understanding of the rules and statutes that cannot be waived under Tennessee law. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 NETWORK VISION, GROWTH PLAN, & CAPACITY (FOR EXISTING OPERATORS)		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Detailed strategic vision for the network that includes a robust five-year network growth plan. Growth plan should include the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ Strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere including specific timelines for building organizational capacity. ▪ Clear, detailed description of the results of past replication effort, challenges, and lessons learned, and how the organization has addressed any challenges. ▪ Realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization’s stated outcomes. ▪ Comprehensive and complete annual report (both network and individual schools) (Attachment L). ▪ If facility has been selected, facility plans are reasonable and adequately meet the requirements of the educational program and anticipated student population. ▪ If facility has not been selected, or selected facility needs renovations/upgrades, a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.12 NETWORK MANAGEMENT (FOR EXISTING OPERATORS)		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Leadership team identified and role and responsibilities listed. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart should include other related bodies (advisory bodies or parent-teacher councils) and a charter management organization if school has contracted with one and it will play a role in managing the school. ▪ Clear, compelling network strategy that includes any shared or centralized support services, along with their costs, across the network. ▪ Strong description of relationship between schools and charter management organization, including presentation of a contract or MOU (if applicable). ▪ Fees from member schools are clearly delineated, along with a rationale for their collection, use, and structure (if applicable). ▪ Associated table provided in application is complete with explanations for school and organization-level decision-making responsibilities. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.13 NETWORK GOVERNANCE (FOR EXISTING OPERATORS)		
Characteristics of a strong response:		
1) If there is a network board that operates as the main governing body with each school having an advisory committee: <ul style="list-style-type: none"> ▪ Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. ▪ Provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board described clearly and concisely. ▪ Description of the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. ▪ A clear and compelling plan to evaluate academic and operational success including the evaluation of the school and school leader (s). 		
2) If there will be one governing board for all schools at the local level, or separate governing boards for each school: <ul style="list-style-type: none"> • If there will be one governing board for all schools: <ul style="list-style-type: none"> ○ A clear, detailed description of the governance structure at the network level and how it relates to the individual school including any changes that will take place at the board level for it to be effective (if necessary). ○ A copy of the by-laws and organizational chart is included. ○ A clear, thorough plan to transform the board’s membership, mission and by-laws to support the expansion plan. Plan should include timeline for the transition and orientation of the board to its new responsibilities. • If there will be a separate governing board for each school: <ul style="list-style-type: none"> ○ A clear, detailed description of how the new governing board will be formed and the relationship between the new and old boards described, along with any overlapping responsibilities. ○ Includes biographies of new board members, roles and responsibilities of the board described clearly and concisely, an organizational chart and governing board structure. ▪ By-laws of the new board are included (if available) and there is a plan in place for board training as required by Tennessee law. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.14 CHARTER SCHOOL MANAGEMENT CONTRACTS (IF APPLICABLE; FOR EXISTING OPERATORS)		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ As Attachment N, a detailed, strong rationale explaining the selection of the CMO, including descriptions of proposed duration of the contract, roles and responsibilities of the governing board, school staff, and the service provider, scope of services provided, performance evaluation measures, financial controls, and terms of renewal. ▪ Draft of proposed management contract. ▪ Detailed documentation of CMO's non-profit status, including evidence it is authorized to do business in Tennessee. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS (FOR EXISTING OPERATORS)		
Characteristics of a strong response: <ul style="list-style-type: none"> Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.16 PERSONNEL/HUMAN CAPITAL – STAFFING PLANS, HIRING, MANAGEMENT, AND EVALUATION (FOR EXISTING OPERATORS)		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Chosen leaders have necessary qualifications, competencies and capacity for their assigned roles. ▪ Identifies strategies for supporting school leadership. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong staff and meet requirements for being “highly qualified” and are well suited to the school. ▪ Effective planning for unsatisfactory leadership/teacher performance and turnover. ▪ The organizational charts (Attachment G) provided clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 OPERATIONS PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section, and should not be simply cut and pasted from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <p>Weaknesses/Questions:</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <p>(If Any) Weaknesses:</p>		

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Budget worksheet (Attachment O) contains assumptions and reasonable budget numbers that reflect rent, utilities, maintenance, insurance and build-out costs. • Detailed budget assumptions that include the impact of the anticipated number of students who receive free or reduced price lunches. • Detailed financial procedures, policy, or other reasonable assurance that the proposed school will have sound systems and processes in place for accounting, payroll, and independent annual school-level and network-level (where applicable) financial and administrative audits. • Sound criteria and procedures in place for selecting contractors for any administrative services. • Complete, realistic, and viable start-up and five year operating budgets. • Detailed budget narrative (Attachment P) that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable). • Sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. • Individual and collective qualifications for implementing the financial plan successfully, including capacity in areas such as financial management, fundraising and development, and accounting. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.3 FINANCIAL PLAN (FOR EXISTING OPERATORS COMPLETING SECTIONS 3.1 AND 3.2)		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Detailed description of the fiscal health of other schools in the network (if applicable) including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ Complete, realistic, and viable budget for the network (Attachment Q). The budget includes reasonable, well-support revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ Sound contingency funds to meet financial needs if anticipated revenues are lower than estimated. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.4 FINANCIAL PLAN (FOR EXISTING OPERATORS NOT COMPLETING SECTIONS 3.1 AND 3.2)		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ Budget assumptions and reasonable budget numbers that reflect rent, utilities, maintenance, insurance and build-out costs of facilities. • Detailed financial procedures, policy, or other reasonable assurance that the proposed school will have sound systems and processes in place for accounting, payroll, and independent annual school-level and network-level (where applicable) financial and administrative audits (both school level and network level). • Complete, realistic, and viable start-up and five year operating budgets for network and individual schools (Attachment Q) that align with the academic plan and operations plan included in the application. If applicable, clearly describes the fiscal health of any other schools in the network and any fiscal issues the schools have faced (bankruptcy, fiscal probation, etc.). • Detailed budget narrative (Attachment P) that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable). • Sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. Particularly important is Year 1 cash flow projections and contingency, as well as a 24-month cash-flow projection. • Individual and collective qualifications for implementing the financial plan successfully, including capacity in areas such as financial management, fundraising and development, and accounting. • Detailed budget is inclusive of both individual schools and network. ▪ All cost revenues and all major expenditures are accounted for and are realistic. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE (FOR EXISTING OPERATORS)		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Applicant provides clear, compelling evidence of successful student outcomes for each school in the network (Portfolio Summary Template, Attachment S) and evidence that the operator's schools are high performing and successful by meeting state standards and national standards (Attachment R). ▪ Graduation rates are indicative of highly successful graduation strategies (if applicable, Attachment R). ▪ Applicant selects one or more of the organization's consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with description of challenges met and overcome. ▪ Applicant selects one or more of the organization's low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable). ▪ Latest audit (Attachment U) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as is outlined in Tennessee law. ▪ Organization is in good standing wherever they have located schools, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, Attachments T and V). 		
Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page