



Charter Application Rubric

**For use by Achievement School District Charter Schools
applying to Tennessee Public Charter School Commission**

Opening in the 2023-24 School Year

Tennessee Public Charter School Commission
Davy Crockett, 5th floor • 500 James Robertson Parkway • Nashville, TN 37243
Office: 615-532-6245

Ratings and Criteria

State law and regulation require the Tennessee Public Charter School Commission to develop an application process for evaluating applications from the Tennessee Achievement School District.

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as “Meets or Exceeds 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 vision 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; does not align with the mission and vision of the school; or otherwise raises significant concerns about the viability of the plan or the applicant’s ability to carry it out.

The State Board of Education has adopted Quality Charter Authorizing Standards in Policy 6.111. Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer “[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.” An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and performance record) shall be used to determine the summary rating for that category. For an application to be deemed ready for approval by the Charter Commission, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, “An authorizer’s approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13- 107(b)” (T.C.A. § 49-13-110(a)). Thus, a charter application, to be approved, must be ready to be incorporated into a charter

agreement.

Instructions for Reviewers:

1. Fill in your name and the name of the school below. Click once on the grey boxes to begin typing.
2. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
3. 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.
4. Use the "Strengths" area to identify notable positive aspects of the response. Be sure to include page references where applicable.
5. 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.
6. 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 section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
7. Use the "Final Application Review" area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, and capacity interview,). This analysis should support the final rating you select.
8. Complete the "Final Application Review" area on the summary page for each major section. Document any additional evidence gathered during due diligence and the capacity interview and indicate your final rating for each major subsection.
9. 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:

1.1 SCHOOL MISSION

Characteristics of a strong response:

- The mission statement is clear, concise, compelling and measurable.
- Operator thoroughly describes how the school has progressed towards its mission under the Achievement School District.
- The operator details the challenges that the school faced in achieving the mission, and how the operator plans to overcome these challenges.

Initial Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

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Concerns/Questions

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Post Capacity Interview Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

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Remaining Concerns (if any)

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1.2 ENROLLMENT SUMMARY

NOTE: Any charter school authorized by Charter Commission is an open-enrollment charter school where any eligible student within the geographic district in which the school is located may attend. Any charter school moving from the ASD would lose any defined attendance zone and would be open to any student within the geographic district.

Characteristics of a strong response:

- As an open-enrollment charter school, the operator clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools, noting any changes if authorized by the Charter Commission.
- The enrollment summary and demographics charts are complete and contain reasonable enrollment projections.
- The use of enrollment practices, policies, and processes is detailed and aligns with the enrollment projections.

Initial Application Review

Meets or Exceeds Standard
 Partially Meets Standard
 Does Not Meet Standard

Strengths

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Concerns/Questions

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Post Capacity Interview Review

Meets or Exceeds Standard
 Partially Meets Standard
 Does Not Meet Standard

Strengths

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Remaining Concerns (If any)

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1.3 ACADEMIC FOCUS AND PLAN

NOTE: Reviewers will review the original application for context and may ask questions during the capacity interview regarding the academic program.

Characteristics of a strong response:

- The operator describes in detail the key features of the school's academic plan that will differ from the school's original application along with the rationale for these differences.
- The applicant also describes what features of the academic plan that went well and what it plans to continue to implement if authorized by the Charter Commission.

Initial Application Review

Meets or Exceeds Standard
 Partially Meets Standard
 Does Not Meet Standard

Strengths

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Concerns/Questions

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Post Capacity Interview Review

Meets or Exceeds Standard
 Partially Meets Standard
 Does Not Meet Standard

Strengths

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Remaining Concerns (if any)

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1.4 ACADEMIC PERFORMANCE STANDARDS

Characteristics of a strong response:

- The operator describes in detail how the school met the academic performance standards of the ASD such that the ASD exit was possible and outlines an actionable plan to continue this upward trajectory.
- The school's annual and long-term academic achievement goals meet the academic performance standards contained within the Charter Commissioner's performance framework and are rigorous, measurable, and realistic.
- The operator outlines a distinct process for setting, monitoring, and revising academic achievement goals.
- There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals.

Initial Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

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Concerns/Questions

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Post Capacity Interview Review

Meets or Exceeds Standard

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Does Not Meet Standard

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1.5 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE

Characteristics of a strong response:

- The operator explains how the school will ensure all students meet the Tennessee graduation requirements in accordance with State Board Policy 2.103.
- The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities and provides evidence for the effectiveness of the school's graduation requirements.
- The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.

Initial Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

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Post Capacity Interview Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

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Remaining Concerns (if any)

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1.6 ASSESSMENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> The operator identifies the primary internal assessments the school uses to assess individual and sub-group learning needs and progress throughout the year and explains how the assessments align with the school's curriculum, performance goals, and state standards. A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders. 		
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
Post Capacity Interview Review		
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Strengths		Page
Concerns/Questions		Page

1.7 SCHOOL CALENDAR AND SCHEDULE

Characteristics of a strong response:

- The operator provides the annual academic calendar for the school and the school's daily schedule by grade as **Attachment A** and meets Tennessee minimum requirements of the equivalent of 180 days of instruction.
- The applicant explains how the academic calendar and schedule will be optimal for student learning under its academic plan and includes enrichment and non-core classes.
- Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school day. Any proposal for Saturday School, summer school, or after school programming is reasonable.
- The operator describes how the school will comply with all summer learning programming required under the Tennessee Learning Loss Remediation and Student Acceleration Act.

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Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

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Concerns/Questions

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Post Capacity Interview Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

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Remaining Concerns (if any)

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1.8 SPECIAL POPULATIONS AND AT-RISK STUDENTS

NOTE: Unlike the ASD, the Charter Commission does not have the statutory authority to compel local school districts to provide services to students with disabilities, English Learners (EL), or other special populations. Each charter operator may attempt to contract with a local school district or other partner to provide services, if needed, but the responsibility to establish all agreements lies with the charter operator.

Characteristics of a strong response:

- The operator describes how the school currently oversees special population which includes a leadership team that has strong experience working with special populations.
- The application describes in detail the specific instructional programs, practices, and strategies the school employs to provide a continuum of services and thoroughly describes any programmatic or service changes and contingency plans for the potential loss of district-provided services necessary if authorized by the Charter Commission.
- A detailed description of staffing to meet the needs of students with disabilities and EL students including any required ratios.
- The applicant clearly details how English Learner students will be identified and screened in accordance with [State Board Rule 0520-01-19](#).
- The applicant thoroughly describes how the school provides services to EL students and implements Individual learning plans (ILPs) for all EL students.
- The applicant has well-defined plans for monitoring and evaluating progress and exiting students with disabilities and English Learner students.

Initial Application Review

- Meets or Exceeds Standard
 Partially Meets Standard
 Does Not Meet Standard

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- Meets or Exceeds Standard
 Partially Meets Standard
 Does Not Meet Standard

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1.9 SCHOOL CULTURE AND DISCIPLINE

Characteristics of a strong response:

- The operator provides the school's Student Handbook as **Attachment B** and indicates any changes that will be made if authorized by the Charter Commission. The Student Handbook includes relevant, comprehensive, and legally sound policies.
- The application describes the school's culture and how it promotes a positive academic environment for students. The application provides examples of positive behavior intervention systems, student artifacts, or student surveys.
- The applicant describes the challenges the school has had with its culture while authorized by the ASD and notes any adjustments made to the culture to improve the academic environment for students.
- The applicant provides a coherent plan for integrating new students into the school culture once it becomes an open enrollment charter school.
- The applicant provided the student discipline policy as **Attachment C** (if not already included in Attachment B of the school handbook) and indicates any changes that will be made if authorized by the Charter Commission.

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Strengths

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1.10 RECRUITMENT AND ENROLLMENT

NOTE: Any charter school authorized by Charter Commission is an open-enrollment charter school where any eligible student within the geographic district in which the school is located may attend. Any charter school moving from the ASD would lose any defined attendance zone and would be open to any student within the geographic district.

Characteristics of a strong response:

- The operator provides as **Attachment D** the school's Enrollment Policy, which should include the following:
 - Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms and run a lottery, if necessary (considering the authorizer's open enrollment and lottery schedule)
 - Nondiscriminatory admission policies, pursuant to T.C.A. § 49-13-107
 - Any proposed articulation plans or agreements, pursuant to T.C.A. § 49-13-113
 - Identification of any pre-admission activities for students or parents; and
 - Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.
- The application describes how parents and other members of the community will be informed about the shift from the ASD to the Charter Commission.
- The operator describes the plan to recruit and retain students, if authorized by the Charter Commission, and focuses particular attention toward the shift from zoned enrollment to open enrollment.
- The operator notes whether the school anticipates any student attrition if authorized by the Charter Commission and details a plan for how they will the school intent to backfill those students.

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Meets or Exceeds Standard
 Partially Meets Standard
 Does Not Meet Standard

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Meets or Exceeds Standard
 Partially Meets Standard
 Does Not Meet Standard

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1.11 PARENT AND COMMUNITY ENGAGEMENT AND SUPPORT

Characteristics of a strong response:

- The applicant provides parent and/or community feedback regarding the application to the Charter Commission and explains how this feedback has been incorporated into the application.
- The applicant details the feedback collection process and how often feedback was solicited from parents and/or the community to inform the application and potential transition to the Commission.
- The application describes the operator's parent and community engagement under the ASD and outlines how the operator will communicate the change in authorizer if approved by the Charter Commission.
- The operator provides, as **Attachment E**, any of the following for the application: letters of support, memoranda of understanding, or contracts that indicate the school is welcomed by the community, the community supports the operator continuing to serve the school community, is viewed as an attractive educational alternative, and/or reflects the community's needs and interests.

Initial Application Review

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Remaining Concerns (if any)

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 copied from your subsection analysis.

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



2.1 GOVERNANCE

Characteristics of a strong response:

- The applicant notes the current composition and size of the governing board and board committees and explains how the governance structure and composition ensures the school is an educational and operational success.
- The application shares what staff reports to the governing board and how those individual(s) are evaluated.
- The application outlines the plans to recruit additional board members with identified skills and how the governing board has handled board member attrition.
- The applicant provides plans for ongoing board training in compliance with Tenn. Code Ann. § 49-13-111(o) which requires annual board training, as certified by the Tennessee Charter Schools Center and approved by the State Board of Education
- There is a clear, fair, and transparent process for hearing and handling complaints.
- The current leadership chart is complete and contains a comprehensive list of the governing members and their roles.
- Governance documents (**Attachments F1-F6**) are complete and align with state laws and district policies.

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Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths **Page**

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2.2 FACILITIES

NOTE: There are two facility options an operator needs to prepare for:

- i. If the operator has time remaining on the original charter agreement with the ASD, the charter school has the right to continue to use the LEA's school building for the duration of the initial ten-year agreement under the current facility plan (e.g. no rent/lease payments). Upon renewal of the ten-year agreement with the Charter Commission, the charter school shall enter into a lease with the home LEA for at least three years, purchase the facility, or relocate to a new facility.
- ii. If the operator's original ten-year agreement with the ASD is expiring and the operator is applying for a new ten-year agreement with the Charter Commission, the charter school shall enter into a lease with the home LEA for at least three years, purchase the facility, or relocate to a new facility.

Characteristics of a strong response:

- The operator describes the school's facility plans that align with T.C.A. § 49-1-614 based on the pathways outlined in the application.
- The application notes whether the operator is planning to rent or purchase the current facility and describes the plans for capital repairs and improvements.
- The applicant has identified a realistic facility contingency plan.

Initial Application Review

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2.3 PERSONNEL/ HUMAN CAPITAL

Characteristics of a strong response:

- The school's organizational chart (**Attachment G**) clearly delineates the roles and reporting structure of 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.
- The applicant describes the plan to ensure a fully licensed teaching staff if authorized by the Charter Commission.
- The application includes the teacher evaluation model that the school utilizes that is in alignment with State Board Policy 5.201.
- The operator discusses the school's teacher attrition rates and any staffing challenges the school has faced while authorized by the ASD and the steps the school took to overcome those challenges.
- The operator discusses their teacher recruitment strategy to attract and retain high quality, fully licensed teachers and staff.
- The applicant describes the process and results for collecting teacher and staff feedback on the proposed transition process,
- The operator describes any leadership changes that occurred while authorized by the ASD and the steps taken to ensure a smooth transition.
- A copy of the school's employee manual and personnel policies are included as **Attachment H**.
- The staffing chart is complete and includes reasonable projections for the first year the school is authorized by the Charter Commission.

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Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

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Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

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2.4 INSURANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> A copy of the school's current insurance coverage is included as Attachment I. 		
Initial Application Review		
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Strengths		Page
Concerns/Questions		Page
Post Capacity Interview Review		
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2.5 TRANSPORTATION

NOTE: Unlike the ASD, the Charter Commission does not have the statutory authority to compel local school districts to provide transportation services. Each charter operator may attempt to contract with a local school district or other vendors to provide these services, if needed, but the responsibility to establish all agreements lies with the charter operator.

Characteristics of a strong response:

- The applicant's transportation plan is detailed and includes anticipated routes, extracurricular activities, and Saturday school, where applicable.
- Applicant provides documentation of agreements or conversations about the school's proposed transportation services.
- The applicant has a sound plan for oversight of its transportation operations and notes who serves as the transportation supervisor.

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Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

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Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

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2.6 FOOD SERVICE

NOTE: Unlike the ASD, the Charter Commission does not have the statutory authority to compel local school districts to provide transportation services. Each charter operator may attempt to contract with a local school district or other vendors to provide these services, if needed, but the responsibility to establish all agreements lies with the charter operator.

Characteristics of a strong response:

- The applicant provides a clear description of the school's food service plans if authorized by the Charter Commission.
- Applicant provides documentation of agreements or conversations about the school's proposed transportation services.
- The applicant explains how it will provide daily oversight of food services.

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Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

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Meets or Exceeds Standard

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Does Not Meet Standard

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2.7 ADDITIONAL OPERATIONS

Characteristics of a strong response:

- The operator describes any anticipated challenges of transitioning to a non-ASD authorizer and plans to address those challenges.
- The application details how the school will prepare its school and staff for the adoption of a new student information system (PowerSchool). Note: Commission pays for all schools to have access to its instance of PowerSchool.
- A detailed description of the school's current plan for compliance with the coordinated school health program and necessary adjustments to that plan are included by the operator.
- The operator describes how the school will manage compliance monitoring from the Charter Commission, including the monthly reporting calendar submissions and the position who will be responsible.

Initial Application Review

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2.8 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE

Characteristics of a strong response:

- If the school currently contracts with a charter management organization (CMO), the operator provides a copy of the current contract with the governing board as **Attachment J**.
- The CMO agreement clearly outlines the scope of services and resources provided by the CMO; the division of roles and responsibilities between the board and the CMO, disclosure and explanation of any existing or potential conflicts of interest between the board and CMO, and how conflicts of interest are checked; how performance of the CMO is measured, including any deliverables; conditions for renewal and termination of the agreement; and any monetary obligations of the CMO agreement.

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2.9 WAIVERS

Characteristics of a strong response:

- Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement.
- The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.
- Waivers may not be granted for requirements related to:
 - Federal and state civil rights;
 - Federal, state, and local health and safety;
 - Federal and state public records;
 - Immunizations;
 - Possession of weapons on school grounds;
 - Background checks and fingerprinting of personnel;
 - Federal and state special education services;
 - Student due process;
 - Parental rights;
 - Federal and state student assessment and accountability;
 - Open meetings;
 - At least the same equivalent time of instruction as required in regular public schools;
 - Teacher licensure or teacher evaluation; or
 - Requirements in the charter school statute, T.C.A. 49 Chapter 13 or State Board of Education rules and regulations specific to charter schools.

Initial Application Review

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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 copied 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>		
Post Capacity Interview 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>		

3.1 Budgeting

Characteristics of a strong response:

- The operator has included the approved budget for SY2022-23 and a projected budget for SY2023-24 if authorized by the Charter Commission as **Attachment K** and contains reasonable assumptions and budget numbers.
- The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits.
- The budget is included with clearly delineated line-items as specified in the application.

Initial Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

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Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

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3.2 Budget Narrative

Characteristics of a strong response:

- The operator has included as **Attachment L**, a budget narrative including detailed descriptions of budget assumptions, and revenue and expenditure projections.
- The operator included an explanation of student enrollment, BEP projections, and the plan for the anticipated transition from BEP to TISA.
- The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy.
- The budget narrative is included with clearly delineated line-items as specified in the application.

Initial Application Review

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3.3 NETWORK FINANCIAL PLAN

Characteristics of a strong response:

- The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy.
- The applicant provides a complete, realistic, and viable budget for the network (**Attachment M**). The budget includes 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.
- The applicant articulates a sound contingency plan 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 |
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Strengths

Page

Concerns/Questions

Page

Post Capacity Interview Review

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

Strengths

Page

Remaining Concerns (if any)

Page

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 copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
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>		
Post Capacity Interview 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>		



4.1 PAST PERFORMANCE

NOTE: While this section is required for all applicants, some questions may not apply to schools that are single-site operators. The Charter Commission will obtain from the ASD copies of the last three years of the school's School Performance Framework, and this information is reviewed as a part of the school's application. Upon submission of a letter of intent, the Charter Commission provided the applicant with a completed data template of the following state accountability data listed for the last three available years:

- i. Success rate of the school
- ii. Overall TVAAS Composite Score and subject-level composite scores
- iii. Academic Proficiency Data for ELA/Math, including all subgroups.
- iv. Chronic absenteeism rates
- v. Remand and expulsion rates

Characteristics of a strong response:

- If the school has achieved priority exit status, documentation of this status is provided and a detailed description of how the school achieved priority status is included.
- If the school has not achieved priority exit status, the applicant's state accountability data set demonstrates that:
 - The school's success rate is at or above 10% for two of the past three available years
 - The school's TVAAS School-Level composite is a Level 4 or 5 for two of the past three available years without any significant dips in school-level growth.
- The applicant clearly describes why it determined that the school's academic achievement and growth are a success and deserve continued operation under the Commission.
- The applicant provides a detailed description of the school's academic trajectory under the ASD, including a discussion of any challenges the school saw and how it overcame those challenges. The school provided relevant data as outlined within the provided data template.
- The operator provides a detailed reflection on the school's three-year discipline and chronic absenteeism rates and describes clearly plans to continue to reduce student discipline and chronic absenteeism rates as necessary to meet standard within the [Commission's School Performance Framework](#).
- The operator provides a detailed reflection on the school's three-year academic proficiency rates of all subgroups and provides a detailed plan of how it plans to continue to improve academic proficiency for all students and to meet standard within the [Commission's School Performance Framework](#).
- The application describes why the school's operational and financial performance qualifies it for continued authorization under the Charter Commission based on this rubric and to continuously meet standard under the [Commission's School Performance Framework](#).
- The application provides internal assessment data for previous years with state testing interruptions to demonstrate growth and academic achievement.
- Since the network/operator has existed, the application lists any contracts with charter schools that have been terminated by the network, the school's authorizer, or the school, including the reason(s) for such termination and whether the termination was for material breach.
- Since the network/operator has existed, operator lists any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the network with explanations of what caused these actions.
- The applicant provides, as **Attachment N**, the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third-party evaluator, if applicable) of all of the network's charter schools.
- The operator includes for all schools operating in the state of Tennessee the following in **Attachment O**: (a) the last two years of audited financial statements for each school or school(s); and (b) the most recent internal financial statements, including balance sheets and income statements.
- Applicant identifies any current or past litigation, including arbitration proceedings, that has involved the network or any charter schools it operates. Provides **Attachment P**, if not subject to confidentiality protection: (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.



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
Post Capacity Interview Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Remaining Concerns (if any)		Page