

Indiana Charter School Board
NEW SCHOOL OPERATOR APPLICATION REVIEW

Revised August 8, 2016

Instructions for Application Reviewers:

Please review the following criteria to rate applicant responses to the Request for Proposals. Within each section, specific criteria define the expectations for a strong response that "Meets the Standard."

Rating	Characteristics
4 Meets the Standard	The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to operate; and inspires confidence in the applicant's capacity to carry out the plan effectively.
3 Approaches the Standard	The response meets the criteria in many respects, but lacks detail and/or requires additional information in one or more areas.
2 Partially Meets the Standard	The response meets the criteria in some respects but has substantial gaps in a number of areas.
1 Does Not Meet the Standard	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.

On each bulleted criterion, highlight or mark the number in the right-hand column indicating your impression of the applicant's response. Provide brief comments to support your ratings in the center column and enter page numbers from the full PDF document to support your comments. In the "Additional Comments" box at the end of each section, please list one or more suggested interview questions.

In addition to completing this scoring sheet, please complete a brief, half-page memorandum stating your overall impression of the Application, summarizing its strengths and weaknesses.

Name of Applicant: _____

Name of School(s): _____

Name of Reviewer: _____

Date: _____

Executive Summary	Rating and Comments				Page Numbers
<p><i>Mission & Vision</i></p> <p>A clear, focused, compelling mission and vision statement that together:</p> <ul style="list-style-type: none"> • Are sufficient to guide the school's operation. • Establish priorities that are meaningful, measurable and attainable. • Provide the school community and external stakeholders a clear, memorable picture of what the school aims to achieve. • Align with the Indiana Charter School Board's mission: "to authorize and hold accountable a portfolio of high-performing charter schools in which students achieve high levels of growth and graduate prepared for college and careers." <p><i>Educational Need and Target Population</i></p> <ul style="list-style-type: none"> • Identify the school, target student population and community to be served. • Well-defined educational needs and challenges of the targeted student population, and sound rationale for the decision to serve this population, including the grade levels chosen. <p><i>Community Engagement</i></p> <ul style="list-style-type: none"> • Clearly describes the status of engagement efforts to date; • Presents a vision and strategy for engagement that is reasonably likely to further the school's mission and programs; and • Provides evidence that anticipated partnerships are realistic and achievable. <p><i>Education Plan/School Design</i></p> <ul style="list-style-type: none"> • Compelling overview of the proposed education program, including key non-negotiables; summary of the evidence base demonstrating likely success with the targeted population; and summary of how the school would achieve its goals. <p><i>Vision for Growth</i></p> <ul style="list-style-type: none"> • Sound vision and five-year growth plan for the proposed school, including sensible rationale for enrollment plan. <p><i>Governance and Leadership</i></p> <ul style="list-style-type: none"> • Well-constructed governance and management structure and leadership team for the proposed school, 	1	2	3	4	

<p>including: strengths of the school leadership team and the proposed governing board; and sound governance and management structure that will provide for stable, effective governance and leadership of the school.</p> <p><i>Page Limit</i></p> <ul style="list-style-type: none"> • The applicant kept the Executive Summary within the 5-page limit set forth in the RFP. 		
<p>Overall Score</p> <p>Maximum score: 4</p>		
<p>Additional Comments and Suggested Interview Questions</p>		

SECTION I: EVIDENCE OF CAPACITY

Applicant Group	Ratings and Comments				Page Numbers
Please refer to the Narrative and Attachments #1 through #3.					
<p><i>Applicant Group</i></p> <ul style="list-style-type: none"> Evidence that the applicant group's collective qualifications (documented by resumes for all members) are sufficient to establish and operate a high-quality charter school in the proposed community (see <u>Attachment 1</u> for Applicant Group Resumes). Demonstrated commitment and meaningful ongoing operational or governance roles for members of the applicant group. 	1	2	3	4	
<p><i>Governing Board</i></p> <ul style="list-style-type: none"> Effective governance structure and board powers, duties, and current and desired size and composition (including diverse expertise and effective representation of key stakeholders) that will help ensure school success. Proposed board members who demonstrate (as documented by resumes, and Board Member Information Forms) a) the will, capacity and commitment to govern the school effectively; and b) shared vision, purposes and expectations for the school (see <u>Attachment 2</u> for Board Member Information Forms). Evidence that the governing board possesses the wide range of knowledge, skills, and commitment needed to actively and effectively oversee a successful charter school, including areas such as school leadership, administration and governance; curriculum; instruction and assessment; financial, business and school operations management; performance management; parent and community engagement; and facilities management. (If applicable) Clear roles, duties and composition of any advisory bodies/councils, and effective relationship to the school governing board and leadership (see <u>Attachment 3</u> for Decision-Making Authority). 	1	2	3	4	

<p><i>Procedures</i></p> <ul style="list-style-type: none"> • Effective governance procedures including description of meetings to date, planned frequency and focus of meetings, standing committees, and compliance with Indiana's Public Access Laws. 	<p>1 2 3 4</p>	
<p><i>Grievance Process.</i></p> <ul style="list-style-type: none"> • Fair, accessible grievance process for parents and students. 	<p>1 2 3 4</p>	
<p><i>School Leader and Leadership Team</i></p> <ul style="list-style-type: none"> • Appropriate responsibilities and qualifications of the school's leadership/management team (beyond the school leader). • (If School Leader candidate is identified) Evidence of the leader's ability to lead a school that effectively serves the target population. • (If School Leader candidate is not yet identified) Evidence of the Board's preparation and plan to recruit and retain a leader with the ability to lead a school that effectively serves the target population • (If members of the leadership team are identified) Individuals who demonstrate the qualifications, capacities and commitment to carry out the designated leadership roles to ensure the success of the proposed school. • (If leadership team is not yet identified) Sound timeline, criteria, and process for recruiting and hiring the leadership team. 	<p>1 2 3 4</p>	
<p>Overall Score Maximum score: 20</p>		
<p>Additional Comments and Suggested Interview Questions</p>		

SECTION II: SCHOOL DESIGN

Although not required, the ICSB is interested in applications that propose school models with strong potential to accelerate student success through different school designs, curriculum, instructional strategies, uses of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches. Throughout Section II, reviewers should take into account any innovation(s) embodied in the proposed school design and/or implementation plan.

Education Plan	Rating and Comments	Page Numbers
Please refer to the Narrative and Attachments #4 through 8.		
<p><i>Curriculum and Instructional Design</i></p> <ul style="list-style-type: none"> • Sound and comprehensive framework for a rigorous, quality instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed the expectations of Indiana's College and Career Ready Academic Standards. The description of the instructional design should include at a minimum: the basic learning environment, class size and structure, curriculum overview, the use of technology in delivering instruction (if applicable), and plans for ensuring the school is staffed with high-quality teachers. • Evidence that the proposed educational program has a sound evidence base, and has been or is likely to be rigorous, engaging and effective for the anticipated student population. • Sound instructional strategies and explanation of why they are well-suited for the targeted student population, including effective methods and systems for providing differentiated instruction to meet the needs of all students. • Comprehensive, quality curriculum overview including a course scope and sequence by subject for each grade level the school would serve, and demonstrated alignment of course outcomes with Indiana's Academic Standards (see Attachment 4 for Course Scope and Sequence). • (For Blended Learning Operators) A clear description of the amount of instruction delivered through distance learning, online technologies, and/or computer based instruction per day and a reasonable assessment of whether or not the school meets the definition of a virtual charter school as defined under Indiana law. 	<p>1 2 3 4</p>	

<p><i>Pupil Performance Standards</i></p> <ul style="list-style-type: none"> • Clear, rigorous exit standards provided for each division the school would serve (i.e., elementary, middle, or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do (see Attachment 5 for Academic and Exit Standards). • Clear, rigorous grade promotion and graduation policies and standards. <p><i>High School Graduation Requirements (High Schools Only)</i></p> <ul style="list-style-type: none"> • Sound plan for meeting Indiana’s Graduation Requirements (including credits, GPA calculation, transcripts, electives, and any additional “local” requirements), and how the plan will facilitate student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce). • Effective systems and structures the school will implement for students at risk of dropping out or not meeting graduation requirements. 	1	2	3	4	
<p><i>School Calendar & Schedule</i></p> <ul style="list-style-type: none"> • A school calendar and sample daily and weekly schedules that meet minimum Indiana requirements, align with the educational program and are conducive to significantly improving student learning (see Attachment 6 for School Calendar and Schedule). 	1	2	3	4	
<p><i>School Culture</i></p> <ul style="list-style-type: none"> • Vision for school culture that will promote a positive academic environment and student intellectual and social development. • Coherent plan for establishing and maintaining the intended culture for students, teachers, administrators, and parents. 	1	2	3	4	
<p><i>Supplemental Programming (if applicable)</i></p> <ul style="list-style-type: none"> • Sound plan, design, schedule and funding for summer school that will meet anticipated student needs. • Well-designed plans and funding for extracurricular and co-curricular activities, programs and services that will meet anticipated student needs and provide enrichment experiences. • Thoughtful, well-supported description of programs or strategies to address student mental, emotional, and social development and health, and of any other student-focused activities and programs that are 	1	2	3	4	

<p>integral to the school's educational and student-development plans.</p>		
<p><i>Special Populations and At-Risk Students</i></p> <ul style="list-style-type: none"> • Demonstrated understanding of – and capacity to fulfill – state and federal obligations and requirements pertaining to students with disabilities and English Language Learners. • Realistic plans to serve – and to monitor and ensure academic progress for – students with mild, moderate, and severe disabilities; English Language Learners; intellectually gifted students; students at risk of academic failure or dropping out; and any other special populations or at-risk groups identified by the school. Plans should describe evidence-based instructional programs and practices; effective design or adaptation of the educational program; qualified staffing; and support strategies and resources. 	<p>1 2 3 4</p>	
<p><i>Student Recruitment & Enrollment</i></p> <ul style="list-style-type: none"> • Sound and thoughtful student recruitment plan, timeline and enrollment policy that will provide equal access to all interested students and families (see Attachment 7 for the Enrollment Policy.) 	<p>1 2 3 4</p>	
<p><i>Student Discipline</i></p> <ul style="list-style-type: none"> • Approach to student discipline for the target population that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights (see Attachment 8 for the Student Discipline Policy). • Appropriate and effective strategies to ensure the integrity and authenticity of student work product and assessment scores. 	<p>1 2 3 4</p>	
<p>Overall Score Maximum score: 32</p>		
<p>Additional Comments and Suggested Interview Questions</p>		

Parents and Community	Rating and Comments				Page Numbers
In this section, please refer to the narrative and Attachment #9.					
<ul style="list-style-type: none"> • Sufficient need for another choice based on the performance and/or school models of the schools currently in the immediate vicinity with the same or similar grade configuration. • Realistic evidence of sufficient demand from families to meet the school's enrollment projections. • Parent engagement plan, including family-school partnerships, that is welcoming and accessible to all parents. • Evidence of engagement with community leaders or a detailed and thoughtful plan to engagement with community leaders (see Attachment 9 for Evidence of Support from Community Partners). • Community resources and partnerships that will benefit students and parents, including a) description of the nature, purposes, terms, and scope of services of any such partnerships; and b) evidence of commitment from identified community partners. 	1	2	3	4	
<p>Overall Score Maximum score: 4</p>					
<p>Additional Comments and Suggested Interview Questions</p>					

Performance Management	Rating and Comments				Page Numbers
In this section, please refer to the narrative.					
<p><i>Assessment, Performance Goals, and Corrective Actions</i></p> <ul style="list-style-type: none"> • Thoughtful, specific and measurable goals and timeline to determine whether or not the school has achieved success with students. • Clear identification of formative/interim assessments that are aligned with the school's curriculum, performance goals and state standards. • Comprehensive, effective plan for collecting and analyzing student academic achievement data, and using the data to refine and improve instruction. The application should identify the person or people responsible for this analysis and refinement. • Clear description of the school's data warehouse system(s) for student academic achievement data. The application should identify the personnel who will be responsible for managing and interpreting the data for teachers and leading or coordinating data-driven professional development. • Thoughtful, appropriate corrective actions the school will take if it falls short of student academic achievement expectations or goals at any level, including explanation of what would trigger such actions and who would implement them. 	1	2	3	4	
<p>Overall Score Maximum score: 4</p>					
<p>Additional Comments and Suggested Interview Questions</p>					

SECTION III: IMPLEMENTATION PLAN

Legal Status and Governing Documents	Rating and Comments	Page Numbers
<p>Not scored by Third-Party Evaluators. ICSB Staff will review the narrative and attachments #10 and #11 for alignment with ICSB requirements.</p>		
<p><i>Legal Status and Governing Documents</i></p> <ul style="list-style-type: none"> • The applicant has furnished copies of the 501(c)(3) Letter of Determination from the IRS (or evidence that the applicant has applied for federal tax-exempt status from the IRS), Articles of Incorporation, Bylaws, and Code of Ethics, and Conflict of Interest policies (see Attachment 10 for Governance Documents). • The proposed school's Bylaws have sound policies and procedures with regards to governance of the organization. • Per Indiana Code 20-24-3-3, the Articles of Incorporation or Bylaws contain a clause ensuring that upon dissolution all remaining assets shall be used for nonprofit educational purposes and remaining funds received from the Indiana Department of Education shall be returned to the department within 30 days. • The proposed school has provided a signed, completed Statement of Assurances (see Attachment 11 for Statement of Assurances). 	<p>1 2 3 4</p>	
<p>Overall Score Maximum score: 4</p>		
<p>Additional Comments and Suggested Interview Questions</p>		

Human Capital	Rating and Comments				Page Numbers
In this section, please refer to the narrative and Attachment #12.					
<p><i>School Staffing Structure</i></p> <ul style="list-style-type: none"> Staffing plan aligned with the educational program and conducive to the school's successes, illustrated by a complete staffing chart showing both Year 1 and future positions with a thorough description, including clear lines of authority and effective management of the administration-staff relationship (see Attachment 12 for Organizational Chart). 	1	2	3	4	
<p><i>School Leadership and Staff Hiring, Management and Evaluation</i></p> <ul style="list-style-type: none"> Logical and clear plan for identifying leaders for the proposed Indiana school(s). The response should align with the 5-Year business plan, and should include the responsible parties and associated recruiting/development costs. Recruitment and hiring strategy, criteria, timeline and procedures that are likely to result in a highly qualified staff. Thoughtful plan to maximize impact of high-performing teachers to ensure every student has access to excellent teaching. Effective plan for evaluating school leadership and teachers, and retaining strong performers. Effective plan for identifying and addressing unsatisfactory leadership/teacher performance, and managing staff turnover. Compensation packages, system and strategy that are likely to attract and retain strong staff. 	1	2	3	4	
<p><i>Professional Development</i></p> <ul style="list-style-type: none"> Professional development standards, opportunities, leadership, and calendar/scheduling that effectively support the education program and are likely to maximize success in improving student achievement. Clear and effective plan for pre-opening staff professional development and on-boarding activities. Thoughtful plan for evaluating the success of the school's professional development program. 	1	2	3	4	

Overall Score

Maximum score: 12

Additional Comments and Suggested Interview Questions

Start-Up and Operations	Rating and Comments				Page Numbers
In this section, please refer to the narrative and Attachment #13. ICSB Staff will review Attachment #14 for alignment with ICSB requirements.					
<ul style="list-style-type: none"> • Detailed start-up plan specifying tasks, timelines and responsible individuals, and sound Start-Up Budget (see Attachment 13 for the Start-Up Plan). • (If the school will provide transportation) Sound plan for student transportation, including both daily and special-event transportation. • Sound plans for school and student safety and security, including security personnel, technology, equipment, and policies. • (For virtual and blended learning operators) Detailed description of school versus student and family responsibilities with respect to technology requirements. • (For virtual and blended learning operators) Detailed description of technical support, data retention, security and confidentiality procedures. • (For virtual and blended learning operators) Detailed offsite backup plan and arrangement in case of system failure to deliver instruction. • (Reviewed by ICSB Staff) Sound plan to secure or evidence of comprehensive and adequate insurance coverage that aligns with the application specification, including workers' compensation, liability, property, indemnity, directors and officers, automobile, and other (see Attachment 14 for Insurance Coverage) . 	1	2	3	4	
<p>Overall Score Maximum score: 4</p>					
<p>Additional Comments and Suggested Interview Questions</p>					

Facilities	Rating and Comments	Page Numbers
In this section, please refer to the narrative.		
<ul style="list-style-type: none"> • Sound plan and timeline for securing, financing, renovating and ensuring code compliance for a facility; and demonstrated capacity and experience in facility management, including build out/renovations. If a facility has not already been secured, realistic progress in securing a facility should be demonstrated. NOTE: Responses from virtual operators should align with their proposed instructional and delivery model. 	1 2 3 4	
Overall Score Maximum score: 4		
Additional Comments and Suggested Interview Questions		

Budget and Finance	Rating and Comments				Page Numbers
<p>In this section, please refer to the narrative and Attachments #15, 16 and 17 (if applicable). Note that the ICSB contracts with Financial Evaluators to conduct a thorough analysis, so other third-party evaluators should quickly skim the Attachments and evaluate the budget in the context of the full application.</p>					
<p><i>Systems & Procedures</i></p> <ul style="list-style-type: none"> • Sound systems and processes for accounting, purchasing, payroll, and annual independent financial and administrative audits, including evidence that the school will adhere to Generally Accepted Accounting Principles (“GAAP”) and Indiana State Board of Accounts (“SBOA”) accounting, auditing and reporting procedures and requirements. • <i>(If Applicable)</i> Sound plan for selecting contractors for administrative or back-office support services. • Clear description of the financial controls and responsibilities at the school level to ensure long-term financial viability. • Clear explanation of how an independent, annual audit of school-level financial and administrative operations will be conducted. 	1	2	3	4	
<p><i>5-Year Pro-Forma Budget</i></p> <ul style="list-style-type: none"> • Complete, realistic, and viable start-up and 5-year operating budgets that align with the educational and organizational plans described in the Application Narrative (see Attachment 15 for Budget and Staffing Workbook). 	1	2	3	4	
<p><i>Budget Narrative</i></p> <ul style="list-style-type: none"> • Budget Narrative that clearly explains reasonable, well-supported revenue and cost assumptions including grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property or other resources (noting which are secured versus anticipated, and evidence of firm commitments where applicable)(see Attachment 16 for Budget Narrative). • Sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. • Thoughtful explanation for how the school will ensure funds are sufficient to cover all anticipated expenses. • <i>(Additional requirement for Pre-Existing Non-Profit Organizations)</i> Strong and transparent financial performance of the pre-existing non-profit organization, demonstrated by a) the last three years 	1	2	3	4	

<p>of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements (see Attachment 17 for Existing Non-Profit Entity Financials).</p>		
<p>Overall Score Maximum score: 12</p>		
<p>Additional Comments and Suggested Interview Questions</p>		

Summary

Please complete your evaluation by writing a brief memorandum in the text box below stating your overall impression of the application and summarizing its strengths and weaknesses. The thoughts identified below should represent a "thirty second snapshot" of your evaluation of the proposal. This should be half a page or less.

Thank you for reviewing this application.