

**Application Scoring Criteria from page 3 of Part C**

**Minimum Scoring Expectations:**

- No response is evaluated as “Falls Far Below the Criteria”;
- No more than three responses may be evaluated as “Approaches the Criteria” in any one section of the application; and
- The applicant must earn 95 percent of the available points or more.

**General Scoring Practices Rubric from page 3 of Part C**

<p><b>Meets the Criteria</b></p> <p><b>100% of total points</b></p>	<ul style="list-style-type: none"> <li>• All required elements present</li> <li>• Sufficient detail present, enabling the proposal to be implemented without requiring further proposal development</li> <li>• The proposal is reasonable and realistic</li> <li>• Fully consistent with other sections, including budget and mission</li> <li>• Fully consistent with all requirements of law</li> <li>• Coherent and easily understood</li> </ul>
<p><b>Approaches the Criteria</b></p> <p><b>50% of total points</b></p>	<ul style="list-style-type: none"> <li>• Does not clearly meet all criteria identified above to be rated “Meets the Criteria”</li> <li>• The majority of required elements are present, but not all</li> <li>• Insufficient detail; further proposal development will be required before the applicant can begin to implement the concept</li> <li>• Minor inconsistencies with other sections</li> <li>• May raise questions about legal compliance, but does not demonstrate non-compliance</li> <li>• May raise questions about reasonableness or viability of the proposal</li> </ul>
<p><b>Falls Far Below the Criteria</b></p> <p><b>0 points</b></p>	<ul style="list-style-type: none"> <li>• None or less than a majority of the required elements are present</li> <li>• Contradicts other sections, or substantially inconsistent with other sections</li> <li>• Insufficient detail to understand the proposal, which includes:             <ul style="list-style-type: none"> <li>○ Copying responses from a prior applicant’s application</li> <li>○ Copying statutory, regulatory, or policy/guidance language</li> <li>○ Plagiarizing information from other publicly available material</li> </ul> </li> <li>• Includes statements that violate or conflict with the requirements of law</li> <li>• Incoherent or cannot be understood</li> <li>• The proposal is patently unreasonable or unrealistic</li> <li>• Does not clearly meet criteria identified above to be rated “Approaches the Criteria”</li> </ul>

## Samples of the Rubrics for each individual prompt from pages 4 - 57 of Part C

### A. Mission (I. Academic Framework)

Total Points Available	Expectations
16	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Identify the student <u>outcomes</u> the proposed school seeks to accomplish;</li> <li>• Described how it will achieve the identified student outcomes (inputs/program); and</li> <li>• Identify the proposed outcomes and how they will be achieved is innovative and unique.</li> </ul>

### E. Assessment Plan (I. Academic Framework)

Total Points Available	Expectations
6	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Include an assessment calendar that identifies all state or district mandated assessment periods and dates related to teacher analysis/use of assessment data to inform instruction <ul style="list-style-type: none"> <li>○ Include assessments/progress monitoring for special populations;</li> </ul> </li> <li>• Identify, for all state or district mandated assessment periods, the grade levels at which the assessments will be administered;</li> <li>• Describe, for all state or district mandated assessment periods, the specific data that will be collected, reported, analyzed, evaluated, and utilized to inform instruction;</li> <li>• Describe how the data identified will be used to inform instruction;</li> <li>• Align with all state assessment and data reporting requirements;</li> <li>• Describe how the assessment plan meets the specific needs of the proposed school's projected student population;</li> <li>• Describe how the assessment plan aligns to the proposed school's mission; and</li> <li>• Include any assessments that may be negotiated as part of the performance framework and contract.</li> </ul>

A. Governing Body Creation/Capacity (II. Organizational Framework)

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Include governing body bylaws in <b>Appendix A</b>; and</li> <li>• Summarize <u>key</u> governance components in the application response as follows:               <ul style="list-style-type: none"> <li>○ Membership structure (number, roles, length of terms)</li> <li>○ Officer structure (roles, election process, responsibilities, length of terms)</li> <li>○ Committee structure that includes both legally required committees and school-specific committees (selection process, responsibilities, membership, length of service terms)</li> <li>○ Member selection, discipline, and removal processes.</li> </ul> </li> </ul>

B(2). Proposed 5-year budget plan (III. Financial Framework)

Total Points Available	Expectations
12	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Include a five-year budget plan in <b>Appendix G</b> that is based on the 910B5 SEG Revenue Worksheet from Appendix F;</li> <li>• Support the proposed school’s mission and all elements of the proposed program laid out in the application; and</li> <li>• Align with the proposed school’s five-year growth plan.</li> </ul>
<p><b>CSD EVALUATION:</b> <a href="#">Click here to enter text.</a></p>	

IV. Evidence of Support - pages 54- 57

*Should this section be revised? Incorporate proposed community participation rubric?*

- A. Outreach Activities
- B. Community Support
- C. Community Relationships
- D. Uniqueness and Innovation