

Alabama Public Charter School Commission’s Application Rubric



SCHOOL/ORGANIZATION NAME:

SECTION 1. EDUCATIONAL PROGRAM

Educational Program Overview			
Weak 1	Fair 2	Very Good 3	Excellent 4
There is little or no information regarding the essential design elements of the school model, and/or the applicant has not provided at least three measurable goals. Little to no research base and little to no mention of the instructional methods and assessment strategies.	The essential design elements of the school model and the goals (at least three) lack clarity and/or are not all measurable. The applicant has demonstrated a limited understanding of the research-based and/or other evidence that promises success for this program with the anticipated student population. The applicant minimally mentions the instructional methods and/or does not describe in sufficient detail the impact of the culturally responsive instructional aspects of the program on the proposed student population.	The applicant has provided the essential design elements of the school model, and at least three (no more than five) specific and measurable goals. Evidence that the educational program or essential design elements of the program are based on proven methods and provided evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population. The applicant has described the culturally responsive instructional aspects of the educational program.	The applicant has convincingly and comprehensively summarized the essential design elements of the school model and provided at least three (no more than five) specific and measurable goals. Strong and convincing evidence of research base. The applicant has clearly and comprehensively described the culturally responsive ¹ instructional aspects of the program and provided strong evidence of impact within the anticipated student population.
Curriculum & Instructional Design			
Weak 0	Fair 5	Very Good 15	Excellent 20
Little or no description of the basic learning environment, little or no description of the curricula aligned to state standards. Applicant provides little to no description of curricular choices and rationale behind those choices— or— the applicant has chosen one or more core curricula that receive a “Does Not Meet” rating on EdReports.org on any indicator within those reports. If the applicant plans to develop a curriculum, little or no description of how. Little to no description of instructional strategies.	The description of the basic learning environment is limited and/or only includes some of the required information or is not aligned to the school mission and vision. The applicant has identified curricular choices that do not receive any “Does Not Meet” ratings on EdReports.org, but receive mostly “Almost Meets Expectations” ratings and provides a minimal or unsupported rationale for why the curricula were chosen and how they support the vision. For internally developed curricula, there is a limited or incomplete description regarding how the curriculum will be developed.	The description of the basic learning environment is clear, includes class size and structure, is aligned to the school’s mission and vision, and describes evidence that the learning environment is culturally responsive. The applicant has identified curricular choices that do not receive any “Does Not Meet” ratings on EdReports.org, but receive mostly “Almost Meets Expectations” ratings and provides a strong rationale for why the curricula were chosen and how they support the vision. A sample scope and sequence for one subject in one grade of each division (elementary, middle and high) is provided. Applicant describes the curriculum and summarizes the curricular choices and the rationale for each. For internally developed curricula, the applicant provides a detailed description regarding how the curriculum will be developed, including who will be responsible and when key stages will be completed. The applicant has provided a description of the primary instructional strategies, along with a rationale.	The description of the basic learning environment is clear, comprehensive and includes class size and structure, is well aligned to the school’s mission and vision, and demonstrates a sophisticated understanding of cultural responsiveness. The applicant has identified curricular choices that receive mostly “Meets Expectations” ratings on EdReports.org and provides a strong rationale for why the curricula were chosen. Applicant comprehensively describes the curriculum and its alignment to the goals, summarizes the curricular choices and the rationale for each - or- provides a detailed, comprehensive, and well-articulated description regarding how the curriculum will be developed. There is a detailed, sophisticated, and comprehensive description of the primary instructional strategies along with compelling research, or experience- based rationale

Alabama Public Charter School Commission's Application Rubric



Student Performance Standards			
Weak 1	Fair 2	Very Good 3	Excellent 4
There is little or no description of the student performance standards for the school as a whole. The applicant has insufficiently or not addressed policies, standards, and/or expectations for promoting students. The applicant has provided little to no description of the school's exit standards for graduating students.	There is a description of the student performance standards for the school as a whole, though, the description does not address all grades and is limited in detail. The applicant has mentioned the policies, standards, and expectations for promoting students from one grade to the next and that they are based on research and/or best practices. The applicant has provided the school's exit standards for graduating students, though it is not clear what students in the last grade served will know and be able to do to meet or exceed all state grade level expectations	There is a description of the student performance standards for the school as a whole and they are aligned with state standards. The proposed policies, standards, and expectations for promoting students from one grade to the next are based on research and/or best practices and there is a culturally responsive plan for clearly communicating these criteria to staff, students, and families. The applicant has provided the school's exit standards for graduating students which clearly set forth what students in the last grade served will know and be able to do.	There is a comprehensive description of the student performance standards for the school as a whole. The proposed policies, standards, and expectations for promoting students from one grade to the next are based on research and/or best practices, demonstrate high standards for students and are well aligned to the school's education program, mission and vision. The applicant has provided a strong, culturally responsive plan for clearly communicating these criteria. The applicant has provided the school's exit standards for graduating students which clearly set forth what students in the last grade served will know and be able to do.

HS Graduation Requirements (HS Only)

Weak 1	Fair 2	Very Good 3	Excellent 4
There is little or no description of how the school will meet the requirements described and/or little or no explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, there is not an explanation of the additional requirements. There is little or no explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities. There is little or no explanation of the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.	There is a limited description with insufficient detail on how the school will meet the requirements described, along with an explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered; and if graduation requirements for the school will exceed state standards, an explanation of the additional requirements was minimally described. The explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities lacks clarity and sufficient detail. There is a limited or insufficient explanation of the systems and structures the school will implement for serving students at risk of dropping out.	There is a description of how the school will meet the requirements described, along with an explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, there is an explanation of the additional requirements. There is an explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities. There is a clear description of the systems and structures the school will implement for serving students at risk of dropping out and/or not meeting the proposed graduation requirements.	There is a clear and comprehensive description of how the school will meet the requirements described, along with a strong explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, there is an explanation of the additional requirements. There is a clear and convincing description of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities. There is a thorough and sophisticated description of the systems and structures used for students at risk of dropping out.

Alabama Public Charter School Commission’s Application Rubric



School Calendar and Schedule			
Weak 1	Fair 2	Very Good 3	Excellent 4
There is little or no description of the annual academic schedule for the school, how the calendar reflects the needs of the educational program and meets the school’s proposed calendar for the first year of operation does not include the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days. The applicant has provided little or no evidence regarding the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects, and/or there is little or no explanation on how the school’s daily and weekly schedule will be optimal for student learning.	There is a description of the annual academic schedule for the school, though it does not clearly explain and/or demonstrate how the calendar reflects the needs of the educational program and meets Alabama’s Standards. The school’s proposed calendar for the first year of operation lacks sufficient detail regarding the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days. The applicant has provided limited and insufficient detail regarding the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, the start and dismissal times. There is a minimal explanation why the school’s daily and weekly schedule will be optimal for student learning.	There is a clear description of the annual academic schedule for the school which explains and demonstrates how the calendar reflects the needs of the educational program and meets Alabama’s Standards. The school’s proposed calendar for the first year of operation includes the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days. The applicant describes the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, and the start and dismissal times. There is an explanation why the school’s daily and weekly schedule will be optimal for student learning. The minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade has been provided along with a sample daily and weekly schedule for each division of the school.	There is a clear and compelling description of the annual academic schedule for the school which explains and demonstrates how the calendar reflects the needs of the educational program and meets or exceeds Alabama’s Standards. The school’s proposed calendar for the first year of operation includes the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days. The applicant has comprehensively described the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, and the start and dismissal times. There is a strong and sophisticated explanation as to why the school’s daily and weekly schedule will be optimal for student learning and faculty/staff development needs.

School Culture			
Weak 0	Fair 5	Very Good 15	Excellent 20
There is little or no description of the culture of the proposed school or an explanation of how it will promote a positive and culturally inclusive academic environment and reinforce student intellectual and social development. There is little or no description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, and/or there is little or no description of a plan for enculturating students who enter the school mid-year.	The description of the culture of the proposed school lacks sufficient detail as to how it will promote a positive and culturally inclusive academic environment and reinforce student intellectual and social development. There is a limited explanation of how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year; demonstrates a limited or incomplete understanding of how to create and implement a positive school culture.	There is a description of the culture of the proposed school, explaining how it will promote a positive and culturally inclusive academic environment and reinforce student intellectual and social development. There is a description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year.	There is a compelling description of the culture of the proposed school, explaining how it will build, promote, and sustain a positive and culturally inclusive academic environment and reinforce student intellectual and social development. The applicant’s description demonstrates a solid understanding and strong capacity to practice cultural inclusiveness. There is a well-articulated, comprehensive and compelling description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year.

Alabama Public Charter School Commission's Application Rubric



Supplemental Programming			
Weak 1	Fair 2	Very Good 3	Excellent 4
There is little or no description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded. And/or there is no description of how the school will pay for student participation in district sponsored interscholastic programs. There is little or no description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population.	The description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded is limited in scope and/or does not provide sufficient detail to determine sufficient resources and/or program viability. And/or the applicant minimally addressed how the school will pay for student participation in district sponsored interscholastic programs. The description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population is limited in scope and/or does not provide sufficient.	There is a clear description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded, including the schedule, length, and anticipated participants. There is a description of how the school will pay for student participation in district sponsored interscholastic programs. There is a clear description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population.	There is a clearly and convincingly articulated and comprehensive description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded, including the schedule, length, and anticipated participants, and how the school will pay for student participation in district sponsored interscholastic programs. There is a clearly articulated and compelling description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population.
Special Populations and At-Risk Students			
Weak 0	Fair 5	Very Good 10	Excellent 15
The applicant has provided little to no description of an overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out is limited and lacks sufficient detail. The plan minimally or does not address how the school will meet students' needs in the least restrictive environment.	The overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out, is limited and lacks sufficient detail. The plan minimally addresses how the school will meet students' needs in the least restrictive environment.	There is a description of the overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan addresses how the school will meet students' needs in the least restrictive environment.	There is a clear and comprehensive description of an overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan thoroughly addresses how the school will meet students' needs in the least restrictive environment and the school calendar and schedule is supportive of the needs.
Student Recruitment & Enrollment			
Weak 1	Fair 2	Very Good 3	Excellent 4
There is little or no description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families and/or the applicant has minimally or not described the school's plan for outreach to at-risk students.	There is a limited and incomplete description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families, and/or the applicant has minimally described the school's plan for outreach to at-risk students.	There is a description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families. The applicant has specifically described the school's plan for outreach to at-risk students.	There is a comprehensive and compelling description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families. The applicant has specifically and completely described the school's plan for outreach to at-risk students, including evidence of targeted outreach plans to specific neighborhoods or zip codes, identified based on the proposed student population and the mission of the school.

Alabama Public Charter School Commission's Application Rubric



Student Discipline Policy & Plan			
Weak 1	Fair 2	Very Good 3	Excellent 4
The applicant has provided little or no description of the proposed discipline plan, with little or no detail on how the plan is based on some combination of research, theory, experience, and best practices, and/or little or no explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population, and/or little or no demonstration of compliance with applicable state laws and authorizer policies.	The applicant has provided a limited and insufficient description of the proposed discipline plan, with insufficient detail on how the plan is based on some combination of research, theory, experience, and best practices, and/or little or no demonstration or explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population, or in compliance with applicable state laws and authorizer policies.	The applicant has provided a detailed description of the proposed discipline plan, along with a detailed explanation of how the plan is based on some combination of research, theory, experience, and best practices, and a clear demonstration and explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population, and has demonstrated compliance with applicable state laws and authorizer policies.	The applicant has provided a convincing, comprehensive and thorough description of the proposed discipline plan, with detail on how the plan is based on some combination of research, theory, experience, and best practices, and a clear and sophisticated demonstration and explanation on how the expectations and discipline policy will be culturally responsive and effective for the anticipated student population, and has comprehensively demonstrated compliance with applicable state laws, authorizer policies, and due process requirements. The applicant demonstrates the capacity to successfully implement the discipline plan schoolwide.

Family & Community Involvement			
Weak 1	Fair 2	Very Good 3	Excellent 4
The applicant has provided little or no description and/or evidence of the specific role to date of the parents/guardians and community members involved in developing the proposed school and/or any other evidence of parent/guardian and community support for the proposed charter school. The applicant has provided little or no evidence that the school has assessed and built parent/guardian and community demand for the proposed school and/or little to no description how the school will engage families and community members from the time that the school is approved through opening.	The applicant has described and provided evidence on the role to date of the parents/guardians and community members involved in developing the proposed school and has mentioned other evidence of parent/guardian and community support for the proposed school, though the information is limited and lacking in sufficient detail to determine engagement. The applicant has demonstrated some assessment of parent/guardian and community demand for the proposed school, though its description of how the school will engage families and community members from the time that the school is approved through opening has limited outreach strategies, and the nature of family and community engagement is unclear.	The applicant has described and provided evidence on the specific role to date of the parents/guardians and community members involved in developing the proposed school and has included any other evidence of parent/guardian and community support for the proposed charter school. The applicant demonstrates that the school has assessed and built parent/guardian and community demand for the proposed school and describes how the school will engage families and community members from the time that the school is approved through opening.	The applicant has articulately described, in detail, and provided evidence on the specific role to date of the parents/guardians and community members involved in developing the proposed school and has included any other evidence of parent/guardian and community support for the proposed charter school. The applicant convincingly demonstrates that the school has assessed and built strong parent/guardian and community demand for the proposed school and comprehensively describes how the school will engage families and community members from the time that the school is approved through opening with realistic and diverse outreach strategies designed to reach a broad audience and ensure genuine community and family engagement.

Alabama Public Charter School Commission's Application Rubric



Educational Program Capacity			
Weak 0	Fair 5	Very Good 15	Excellent 20
<p>The applicant has not provided the key members of the school's leadership team and who will be responsible for development and opening of the school.</p> <p>There is <i>little or no description</i> of the team's individual and collective qualifications for implementing the school design successfully, and/or no team capacity in:</p> <ul style="list-style-type: none"> o School leadership, administration, and governance; o Curriculum, instruction, and assessment; o Performance management; o Cultural competence/inclusiveness; o Family and community engagement; o Special populations. 	<p>The applicant has provided key members of the school's leadership team who will be responsible for development and opening of the school, though it is unclear if all members have been identified.</p> <p>The applicant has provided limited or insufficient detail on some or all of the following descriptions of the team's individual and collective qualifications for implementing the school design successfully, which includes team capacity in:</p> <ul style="list-style-type: none"> o School leadership, administration, and governance; o Curriculum, instruction, and assessment; o Performance management; o Cultural competence/inclusiveness; o Family and community engagement; o Special populations. 	<p>Key members of the school's leadership team who will be responsible for development and opening of the school have been identified.</p> <p>There is a description of the team's individual and collective qualifications for implementing the school design successfully, which includes team capacity in areas such as:</p> <ul style="list-style-type: none"> o School leadership, administration, and governance; o Curriculum, instruction, and assessment; o Performance management; o Cultural competence/inclusiveness; o Family and community engagement; o Special populations. 	<p>Key members of the school's leadership team who will be responsible for development and opening of the school have been identified and are actively involved in school development.</p> <p>The applicant has comprehensively and convincingly demonstrated strong individual and collective team qualifications for implementing the school design successfully, and addressed team capacity in areas such as:</p> <ul style="list-style-type: none"> o School leadership, administration, and governance; o Curriculum, instruction, and assessment; o Performance management; o Cultural competence/inclusiveness; o Family and community engagement; o Special populations.

SECTION 2. OPERATIONS PLAN - 74 points

Organization Structure & Partnerships			
Weak 0	Fair 3	Very Good 5	Excellent 7
<p>The applicant has failed to submit organizational charts.</p> <p>The organization charts do not delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school.</p> <p>The organization charts document clear lines of authority and reporting within the school.</p>	<p>The applicant has partially submitted organizational charts.</p> <p>Organization charts <i>partially</i> include the roles and responsibilities of the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school.</p> <p>The organization charts document lines of authority and reporting within the school.</p>	<p>The applicant has submitted organizational charts.</p> <p>The organization charts include roles and responsibilities of the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school.</p>	<p>The applicant has submitted organizational charts.</p> <p>Organization charts clearly delineates the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. Evidence is provided that partnerships with such external organizations are in place.</p>

Alabama Public Charter School Commission's Application Rubric



Governing Board			
Weak 0	Fair 5	Very Good 10	Excellent 15
<p>The applicant has provided little or no description of the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant describes the size, current and desired composition, powers, and duties of the governing board. The applicant failed to identify key skills, areas of expertise, and constituencies that will be represented on the governing board.</p>	<p>The applicant has described the governance structure of the proposed school, including the primary roles of the governing board, how it will interact with the principal/head of school and any advisory bodies, the size, current and desired composition, powers, and duties of the governing board, the key skills, areas of expertise, and constituencies that will be represented on the governing board, though has done so in a limited and non-specific manner.</p>	<p>The applicant has described the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant describes the size, current and desired composition, powers, and duties of the governing board. The applicant identifies key skills, areas of expertise, and constituencies that will be represented on the governing board.</p>	<p>The applicant has clearly outlined and described the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant clearly describes the size, current and desired composition, powers, and duties of the governing board. The applicant clearly identifies and outlines key skills, areas of expertise, and constituencies that will be represented on the governing board. Individuals who will serve key roles on the board have been identified and are committed.</p>
Staffing Plans			
Weak 1	Fair 2	Very Good 3	Excellent 4
<p>The applicant has provided little or no information on the staffing chart for the school (Commission template) with little or no notes or roster to identify the following:</p> <ul style="list-style-type: none"> o Year one positions, as well as positions to be added during the five (5) year charter contract; o Administrative, instructional, and non-instructional personnel; o The number of classroom teachers, paraprofessionals, and specialty teachers; o Operational and support staff. 	<p>The applicant has provided a limited and/or incomplete staffing chart for the school with insufficient notes and/or a roster to identify the following:</p> <ul style="list-style-type: none"> o Year one positions, as well as positions to be added during the five (5) year charter contract; o Administrative, instructional, and non-instructional personnel; o The number of classroom teachers, paraprofessionals, and specialty teachers; o Operational and support staff. 	<p>The applicant has provided a completed staffing chart for the school with accompanying notes or roster to identify the following:</p> <ul style="list-style-type: none"> o Year one positions, as well as positions to be added during the five (5) year charter contract; o Administrative, instructional, and non-instructional personnel; o The number of classroom teachers, paraprofessionals, and specialty teachers; o Operational and support staff. 	<p>The applicant has provided a comprehensive and complete staffing chart for the school with thorough notes and connection to the needs of the student population. The roster identifies, minimally, the following:</p> <ul style="list-style-type: none"> o Year one positions, as well as positions to be added during the five (5) year charter contract; o Administrative, instructional, and non-instructional personnel; o The number of classroom teachers, paraprofessionals, and specialty teachers; o Operational and support staff.

Alabama Public Charter School Commission’s Application Rubric



Professional Development			
Weak 0	Fair 3	Very Good 5	Excellent 7
<p>There is little or no description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.</p>	<p>The applicant has provided a limited description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.</p>	<p>There is a detailed description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff, building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally. There is a clear understanding of the capacity required to effectively deliver professional development training.</p>	<p>There is a detailed and thorough description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will allow for flexibility to meet individualized staff needs as well as align with collective schoolwide goals. There is a clear understanding of the capacity required to effectively deliver professional development training.</p>
Performance Management			
Weak 0	Fair 3	Very Good 5	Excellent 7
<p>There is little or no description of mission-specific academic goals and targets are unclear in terms of the measures or assessments the school plans to use, and/or overall are not specific, measurable, action oriented, realistic, relevant, and time-bound. There is little to no description of how the school will measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.</p>	<p>Some of the mission-specific academic goals and targets are clear in terms of the measures or assessments the school plans to use, and/or some are specific, measurable, action oriented, realistic, relevant, and time-bound. The description of how the school will measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract, is lacking in sufficient detail to determine the potential for implementation.</p>	<p>The applicant has provided 3-5 mission-specific academic and organizational goals and targets. Goals are clearly stated in terms of the measures or assessments the school plans to use, are Specific, Measurable, Action-oriented, Realistic, and Time-bound (SMART). There is a detailed description of how the school will measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.</p>	<p>The applicant has provided 3-5 mission-specific academic and organizational goals and targets. All goals are clearly and completely stated in terms of the measures or assessments the school plans to use, are Specific, Measurable, Action-oriented, Realistic, and Time-bound (SMART). There is a compelling and convincing description of how the school will measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract. There is a plan for corrective action a school will take if it falls short of goals at the schoolwide, classroom, or individual student level.</p>

Alabama Public Charter School Commission’s Application Rubric



Facilities			
Weak 0	Fair 2	Very Good 8	Excellent 10
There is little or no description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility.	There is a description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc. It is unclear if these steps are sufficient.	The applicant has identified prospective facilities as well as the process for securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc.	The applicant has secured an adequate and suitable facility or can show a contingent facility agreement.
Startup & Ongoing Operations			
Weak 0	Fair 5	Very Good 10	Excellent 15
The applicant has provided little or no information or a description of its start-up plan for the school. The proposed CSP budget is not clearly aligned to stated goals. The applicant has provided little or no information or a description of the school transportation plan. The applicant has provided little or no information or a description of the plans for food service and other significant operational or ancillary services.	The applicant has provided some or part of the start-up plan for the school, though is missing tasks and lacks details in some or all of the required plans. The proposed CSP budget is partially aligned to stated goals. The applicant has provided a limited description or insufficient detail for one, some, or all of the school transportation plan. The applicant has provided a limited description or insufficient detail for the plans for food service and other significant operational or ancillary services.	The applicant has provided a detailed start-up plan for the school, specifying tasks, timelines, and responsible individual(s). Said plan is in alignment with the proposed CSP budget. The applicant has provided a school transportation plan with arrangements for prospective students, daily transportation needs, and a description of how the school plans to meet transportation needs for field trips and athletic events. The applicant has outlined the plans for food service and other significant operational or ancillary services.	The applicant has provided a clear, compelling, and detailed start-up plan for the school specifying tasks, timelines, and responsible individuals, and is in alignment with the proposed CSP budget. The applicant has provided a comprehensive school transportation plan with arrangements for prospective students, daily transportation needs, and a description of how the school plans to meet transportation needs for field trips and athletic events and has strong and demonstrated capacity for its plan and for its plan. The applicant has a comprehensive plan for food service and other significant operational or ancillary services.
Operations Capacity			
Weak 1	Fair 2	Very Good 3	Excellent 4
There is little or no description of the team’s individual and collective qualifications for implementing the Operations Plan successfully, and/or little to no capacity in: <ul style="list-style-type: none"> ✦ Staffing ✦ Professional development ✦ Performance management ✦ General operations ✦ Facilities management 	The applicant has described some of the team’s individual and collective qualifications for implementing the Operations Plan successfully, and/or demonstrated limited capacity in some of the following: <ul style="list-style-type: none"> ✦ Staffing ✦ Professional development ✦ Performance management ✦ General operations ✦ Facilities management 	The applicant has described the team’s individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as: <ul style="list-style-type: none"> ✦ Staffing ✦ Professional development ✦ Performance management ✦ General operations ✦ Facilities management 	The applicant has provided a comprehensive and compelling description of the team’s individual and collective qualifications for implementing the Operations Plan successfully, with strong capacity in areas such as: <ul style="list-style-type: none"> ✦ Staffing ✦ Professional development ✦ Performance management ✦ General operations ✦ Facilities management

Alabama Public Charter School Commission’s Application Rubric



SECTION 3. FINANCIAL PLAN – 20 points

Financial Plan & Financial Management Capacity			
Not Included 0	Weak 5	Fair 15	Excellent 20
<p>The applicant did not provide a completed operating budget. The applicant has provided little or no detail in the budget narrative. It minimally or did not address:</p> <ul style="list-style-type: none"> ○ Realistic student enrollment projections ○ Anticipated funding sources ○ The school’s contingency plan to meet financial needs ○ Year one cash flow contingency. 	<p>There is an operating budget, though it is vague and missing information. The applicant has provided a budget narrative description, though it lacks sufficient detail to determine its viability and/or the applicant has insufficiently addressed:</p> <ul style="list-style-type: none"> ○ Realistic student enrollment projections ○ Anticipated funding sources ○ The school’s contingency plan to meet financial needs ○ Year one cash flow contingency. 	<p>There is a completed operating budget, which uses the per-pupil revenue guidance provided by the Commission. The applicant has provided a detailed budget narrative, which includes an evidence-based description of assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels and expenditures, and the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). The applicant has sufficiently addressed:</p> <ul style="list-style-type: none"> ○ Realistic student enrollment projections ○ Anticipated funding sources ○ The school’s contingency plan to meet financial needs ○ Year one cash flow contingency. 	<p>There is a completed operating budget, which uses the per-pupil revenue guidance provided by the Commission and demonstrates a sophisticated understanding of the school’s finances. The applicant has provided a detailed and comprehensive line item budget narrative, which includes a description of assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, and expenditures, the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). The description aligns to the educational program and clearly addresses:</p> <ul style="list-style-type: none"> ○ Realistic student enrollment projections ○ Anticipated funding sources ○ The school’s contingency plan to meet financial needs ○ Year one cash flow contingency.

SECTION 4. OVERALL ALIGNMENT AND VIABILITY – 15 points

Overall Alignment & Viability			
Insufficient 0	Weak 5	Fair 10	Excellent 15
<p>The applicant team does not appear to have a clear understanding of the academic program proposed or a strong implementation strategy in place. Additionally, there are serious concerns about the financial viability of the school and/or the capacity of the leadership team to effectively operate a high-quality charter school.</p>	<p>Knowledge around the academic program is limited to one or two individuals. There are some significant concerns about the financial viability of the school and/or the capacity of the leadership team to effectively operate a high-quality charter school. In the event that a leadership team has not been identified, the plan to identify an effective leadership team is insufficient or unconvincing.</p>	<p>Most members of the team are well versed in the academic program and a plan for implementation is in place. There are no significant concerns about the financial viability of the school or the capacity of the leadership team to effectively operate a high-quality charter school. In the event that a leadership team has not been identified, the plan to identify an effective leadership team is sound and convincing.</p>	<p>All members of the team are well versed in the academic program and provided compelling information in response to interview inquiries. There are no concerns about the financial viability of the school or the capacity of the leadership team to effectively operate a high-quality charter school. The leadership team identified has a track record of success.</p>

Alabama Public Charter School Commission’s Application Rubric



Experienced Operators if Applicable			
Weak 1	Fair 3	Very Good 5	Excellent 10
<p>If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has not addressed the following:</p> <p>Evidence of the nonprofit ESP’s success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.</p>	<p>If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has partially addressed the following:</p> <p>Evidence of the nonprofit ESP’s success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.</p>	<p>If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has addressed the following:</p> <p>Evidence of the nonprofit ESP’s success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.</p>	<p>If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has comprehensively and in detail addressed the following:</p> <p>Evidence of the nonprofit ESP’s success in serving student populations that are similar to the anticipated population, including demonstrated academic achievement, successful management of nonacademic school functions.</p>

Conflicts of Interest	Yes/No
<p>The description of the board’s ethical standards and procedures for identifying and addressing conflicts of interest does not exist or is lacking sufficient detail (Attachment 16):</p> <ul style="list-style-type: none"> ▪ <i>Code of Ethics Policy.</i> ▪ <i>Conflict of Interest Policy.</i> 	
<p>The applicant has provided a signed, conflict of interest statement for every:</p> <ul style="list-style-type: none"> ▪ <i>Applicant team member</i> ▪ <i>Identified board member</i> 	

The applicant has provided a statement of Assurances agreeing to requirements should approval be granted.

Alabama Public Charter School Commission’s Application Rubric



Final Scores

Conflict of Interests and Statement of Assurances:

Yes	No
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High Schools

Section	Points Possible	Points Awarded
Educational Program		
Operations Plan		
Financial Plan		
Experienced Operators If Applicable		
Total		

Non-High Schools

Section	Points Possible	Points Awarded
Educational Program		
Operations Plan		
Financial Plan		
Experienced Operators if Applicable		
Total		

¹For purposes of this rubric, The Alabama Public Charter School Commission uses the definition from the National Center for Culturally Responsive Educational Systems, which holds that cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures. The committee will consider factors such as the applicant group’s connectedness with the intended student population and the applicant group’s ability to provide programming that will serve the needs and interests of the likely student population.