

Reviewer _____

Applicant _____

This scoring rubric is intended to assist review team members in analyzing initial applications for charter school status.

- This analysis occurs after the application has been verified to be complete.
- This scoring rubric will be used by team members to aid in their recommendation to the full Commission on whether the application should move forward to interviews and to inform further analysis.
- To the extent that a prioritization of candidates is required, the scores will be used as a critical element of this process.
- The member will review one of four (and possible a fifth optional section) of the RFP.
- This rubric is organized similarly to the RFP and its topical sections.
- Members will review each subsection (e.g., A.1 or B.2) against various criteria provided in the rubric.
- Based on those criteria, the member will rate the subsection as being Inadequate, Minimally Compliant, Fully Compliant, or Excellent.
- Each member shall document their respective determinations with respect to their rating of the subsection.

Inadequate. The reviewer has found that this section of the application does not meet the criteria of the RFP in some material way. This subsection lacks detail or raises serious concerns about the applicant's ability to implement that aspect of a successful, sustainable, high-quality charter school.

Minimally Compliant. This subsection addresses the required criteria, but lacks meaningful detail or provides only superficial information. It does not create confidence in the success of the applicant to implement that aspect of a successful, sustainable, high-quality charter school.

Fully Compliant. This section evidences solid support to that aspect of the Virtual RFP subsection as indicated by detailed preparation of the application and addressing key issues fully. It provides strong indication that the applicant can successfully implement that aspect of a successful, sustainable, high-quality virtual charter school.

Excellent. This subsection evidences a comprehensive understanding and readiness to address the key issues and provides superior detail supporting that aspect of a successful, sustainable, high-quality virtual charter school.

- Upon completion of all subsections (e.g., A.1 through A.5), in a section (e.g., A – Education Plan) the members shall review their various ratings and their notes.
- The member shall then determine if each overall section of the application has met the RFP requirements.
- If it does not, the member shall annotate the form and score the section as a zero overall.
- If the application does meet the requirements, then using the same general descriptive criteria, the reviewer will consider the totality of information provided and assign a numerical score for a section that in their judgment reflects how well the application has met that sections requirements of the Virtual RFP to develop a successful, sustainable, high-quality virtual charter school.

Points will be assigned in accordance with the following guideline:

Overall Assessment	Points
Inadequate	0
Minimally Compliant	1-3
Fully Compliant	4-7
Excellent	8-10

- Unless the reviewer finds responsive material elsewhere in the application, his or her determination that a subsection is inadequate will dictate that the overall section is also inadequate and lead to the assignment of a score of zero for the section.
- Otherwise, the rating of a subsection does not dictate the overall score that can be assigned by a member.

For example, a reviewer may find one subsection minimally compliant, but in his or her judgment determine that in the totality of the information presented in that application, the section itself is Fully Compliant or even Excellent despite that weakness of that subsection.

As with each subsection, the member shall document his or her observations regarding the overall section and document the basis for their score on this worksheet.

- After all sections are scored by each member, the review team will convene to discuss the application and formulate its recommendation to the full Commission for whether to proceed to interviews and subsequent consideration.
- The rubric documents may be subsequently referred to by members of the Commission in considering subsequent actions on the application.
- All notes taken on or in conjunction with the rubric, including those on this worksheet constitute a working paper of the Commission and must be preserved in the application file as required by law.
- Members should preserve notes and the scoring sheets during consideration of an application and provide them to Commission staff for the application file when no longer needed.

A. Education Plan

A.1. Mission, Vision, identification of targeted student population and the community the school hopes to serve

Evaluation Criteria	Notes
Demonstrates that the school will meet a community or regional need;	
Provides the reason for the selection of the community and the applicant's ability to serve this particular community;	
Provides a specific rationale for how this school will enhance or expand the educational options, including whether the educational program or innovative methods to be used by the proposed school differ from the district or districts from which the charter school is expected to enroll students;	
Presents a clear, focused, compelling brief mission statement that defines the purpose of the school;	
Identifies the school's philosophical approach to educating students; ensures that program elements are meaningful, manageable and measurable, and focuses on improving student outcomes;	
Presents a coherent vision of what the school will look like in 5-10 years if it is achieving its mission;	
Demonstrates a clear understanding of the students the school intends to and is likely to serve; and	
Presents a persuasive explanation of how the proposed mission, curriculum, teaching methods and services are likely to meet the needs of the target population.	

Strengths
Questions, Concerns
Address the overall section not each individual criteria. However, if the criteria is not adequate, write your concerns. These notes may be used at the in-person interview to address concerns.

Rate for A.1. () Inadequate () Minimally Compliant () Fully Compliant () Excellent

A.2. Academic Program

Evaluation Criteria	Notes
Presents a viable plan for curriculum development of the core academic areas consistent with the school's mission, values and education program design;	
Describes the framework for development of the curricula for core subjects;	
Identifies a sound research, experience or theoretical base and foundational materials that will guide curriculum development;	
Provides evidence of a curriculum outline for core subjects;	

Demonstrates how the curriculum ensures alignment with the state's expectations of learning as stated in Maine's system of Learning Results, MRSAs Title 20-A, 6209/Common Core;	
Demonstrates understanding of relevant instructional strategies;	
Provides an explanation as to how teachers will differentiate the instruction and provide weekly, interactive contact with every student and a plan to incorporate in-person social interaction among students and school staff;	
Discusses funding and delivery method for co-curricular and extracurricular program.	
Presents plans for professional development for teachers and learning coaches, and;	
Provides a plan for the provision of necessary technology and for the maintenance or replacement of the equipment or software.	

High School Graduation Requirements (High Schools Only)

Evaluation Criteria	Notes
Describes a sound plan for meeting state graduation requirements: including credit, GPA calculation, electives and/or standards and proficiency-based diplomas and compelling explanation of any additional requirements beyond the state's requisites;	

<p>Presents a clear, persuasive explanation of how the school's graduation requirements will ensure student readiness for college or other post-secondary opportunities (technical school, military service, or entering workforce); and</p>	
<p>Discusses the effective systems and structures for students at risk of dropping out or not meeting graduation requirements.</p>	

<p>Strengths</p>
<p>Questions, Concerns</p>
<p>Address the overall section not each individual criteria. However, if the criteria is not adequate, write your concerns. These notes may be used at the in-person interview to address concerns.</p>

Rate for A.2. () Inadequate () Minimally Compliant () Fully Compliant () Excellent

A.3. Special Student Populations

Evaluation Criteria	Notes
<p>Describes a comprehensive plan and a commitment to serve the full range of needs of special education students, including the engagement of certified professionals on-staff or contracted services;</p>	

<p>Demonstrates an understanding of and capacity to meet state and federal requirements regarding the identification and education of students with disabilities and 504 plans by addressing each of the listed categories;</p>	
<p>Provides a sound explanation of evidence from which the projection of anticipated special populations was derived;</p>	
<p>Indicates a commitment to serving the full range of needs of students with disabilities; including appropriate discipline procedures for students with disabilities;</p>	
<p>Demonstrates understanding of and capacity to meet state and federal requirements regarding identification and education of the English language learner (ELL) and Gifted and Talented populations; and</p>	
<p>Describes a comprehensive and compelling plan for appropriate identification of students who are performing below grade level or at risk of academic failure or dropping out and a detailed plan for providing services to such students.</p>	

Strengths

<p>Questions, Concerns</p>
<p>Address the overall section not each individual criteria. However, if the criteria is not adequate, write your concerns. These notes may be used at the in-person interview to address concerns.</p>

Rate for A. 3. () Inadequate () Minimally Compliant () Fully Compliant () Excellent

A.4. Assessment

Evaluation Criteria	Notes
Aligns with the school’s mission and overall educational priorities;	
Demonstrates understanding of the school’s obligation to participate in the statewide system of assessment and accountability;	
Presents a clear, credible, and sound plan for measuring and reporting the educational performance and progress of individual students, cohorts, and the charter school as a whole including valid and reliable measures of student outcomes;	
Presents a statement of promotion and graduation criteria;	
Explains how the school will use assessment data to drive key decisions aimed at improving academic outcomes; and	
Demonstrates understanding of and commitment to compliance with assessment requirements applicable to all Maine public schools consistent with state law and relevant policies.	

Strengths	
Questions, Concerns	
Address the overall section not each individual criteria. However, if the criteria is not adequate, write your concerns. These notes may be used at the in-person interview to address concerns.	

Rate for A. 4. () Inadequate () Minimally Compliant () Fully Compliant () Excellent

A.5. School Climate and Discipline

Evaluation Criteria	Notes
Describes an approach to student discipline that is reasonably likely to promote a safe and supportive learning environment;	
Presents legally sound policies for student discipline, suspension, dismissal and expulsion or a reasonable plan for their development;	
Describes the creation of an emotionally, physically and socially safe atmosphere supportive of student growth;	
Outlines staff and programs that support social and emotional needs of students;	

Outlines a clear strategy for engaging parents and guardians in the life and culture of the school;	
Includes evidence that the school will ensure a safe and supportive environment conducive to learning;	
Describes well thought out emergency procedures; and	
Cites student code of conduct and anti-bullying and anti-harassment policies.	

Strengths
Questions, Concerns
Address the overall section not each individual criteria. However, if the criteria is not adequate, write your concerns. These notes may be used at the in-person interview to address concerns.

Rate for A. 5. () Inadequate () Minimally Compliant () Fully Compliant () Excellent

Education Plan Summary

Is the Education Plan compelling? Are we convinced that the applicant make a strong case for the quality of the program? Describe why or why not.

Does the Education Plan support the vision and mission of the school? Describe why or why not.

Does the Education Plan satisfy the requirements of the RFP? () Yes () No

Total Points for A.1. to A.5. Education Plan

Inadequate must score 0 () Minimally Compliant score 1-3 ()

Fully Compliant score 4-7 () Excellent score 8-10 ()

B. Organizational Plan

B.1. School Calendar and Daily Schedule

Evaluation Criteria	Notes
Explains how the school will ensure that students receive an equivalent number of hours of instruction if it does not plan to meet the state law and rules regarding the minimum number of school days;	
Aligns with the school's educational mission and vision; and	

Provides criteria for school closing days.	
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Strengths
Questions, Concerns
Address the overall section not each individual criteria. However, if the criteria is not adequate, write your concerns. These notes may be used at the in-person interview to address concerns.

Rate for B.1. () Inadequate () Minimally Compliant () Fully Compliant () Excellent

B.2. Student Recruitment and Enrollment

Evaluation Criteria	Notes
Includes an outreach and recruitment plan that demonstrates understanding of the community to be served and that is likely to be effective, including for families traditionally less informed about educational options;	
Provides a sound and thoughtful student recruitment and marketing plan, timeline, and enrollment policy that will ensure equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, English-Language Learners, Gifted and Talented students, students of all income levels and other youth at risk of academic failure;	

Presents enrollment projections that are supported by evidence of actual or potential demand;	
Includes enrollment and admissions policies and plans that comply with State requirements;	
Discusses the demographic information for the catchment area that supports the enrollment projections;	
Presents evidence to indicate that the enrollment projections by grade and school-wide for each year of the charter period are realistic; and	
Demonstrates that the school will meet a community need.	
Includes a defined monitoring plan for student attendance and truancy consistent with Maine Education and School Statutes Title 20-A, ch. 211:ATTENDANCE	

Strengths
Questions, Concerns

Address the overall section not each individual criteria. However, if the criteria is not adequate, write your concerns. These notes may be used at the in-person interview to address concerns.

Rate for B.2. () Inadequate () Minimally Compliant () Fully Compliant () Excellent

B.3. Staffing and Human Resources

Evaluation Criteria	Notes
Presents strategies for recruiting and retaining effective teachers that are realistic and reasonably likely to be effective;	
Demonstrates a sound understanding of staffing needs that are aligned with the mission and vision, the budget and with the school's anticipated enrollment;	
Demonstrates a sound understanding of staffing needs with respect to successful implementation of the educational program;	
Demonstrates through staff employment policies that the conditions of employment are likely to attract and retain high quality staff;	
Offers a plan for professional development;	
Presents a performance evaluation plan that ensures growth and development; and	
Describes professional development standards, opportunities, leadership, and calendar/scheduling that effectively support the education program and are likely to maximize success in improving student achievement, including an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program; and	

Provides evidence of system for selecting and supporting learning coaches to meet student needs.	
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Strengths

Questions, Concerns

Address the overall section not each individual criteria. However, if the criteria is not adequate, write your concerns. These notes may be used at the in-person interview to address concerns.

Rate for B.3. () Inadequate () Minimally Compliant () Fully Compliant () Excellent

B.4. Pre-Opening Plan

Evaluation Criteria	Notes
Demonstrates understanding of key pre-opening responsibilities consistent with the school's mission and education, organizational, business and fiscal startup plan; and	
Provides a detailed school start-up plan, identifying tasks, timelines and responsible individuals.	

Strengths

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Questions, Concerns

Address the overall section not each individual criteria. However, if the criteria is not adequate, write your concerns. These notes may be used at the in-person interview to address concerns.

Rate for B. 4. () Inadequate () Minimally Compliant () Fully Compliant () Excellent

B.5. Management and Operation

Evaluation Criteria	Notes
Clearly delineates the roles and responsibilities for administering the day-to-day activities of the school;	
Demonstrates understanding of management needs and priorities;	
Includes a staffing plan that is viable and adequate for effective implementation of the proposed educational program; and	
Describes how the school leader will be recruited and selected.	

Strengths

Questions, Concerns
Address the overall section not each individual criteria. However , if the criteria is not adequate, write your concerns. These notes may be used at the in-person interview to address concerns.

Rate for B.5. () Inadequate () Minimally Compliant () Fully Compliant () Excellent

B.6. Parent and Community Development

Evaluation Criteria	Notes
Presents a vision and strategy for community involvement that is reasonably likely to further the school's mission and program;	
Presents a sound pre- and post- opening parent engagement plan, including family-school partnerships that are welcoming and accessible to all parents;	
Provides effective strategies for informing parents and the community about the school's development;	
Describes community resources and partnerships that will benefit students and parents that include: a) description of the nature, purposes, terms and scope of services of any such partnerships; and b) evidence of commitment from identified community partners;	

<p>Presents a plan for parent/guardian/family involvement and engagement in the charter school;</p>	
<p>Provides documentation of community partners;</p>	
<p>Presents a statement of any current and projected relationships with the School Administration Units where the school is located or nearby SAUs; and</p>	
<p>Provides documentation of public meetings held in the catchment area, including location held, agenda, reasonable public notice, involvement of local stakeholders, synopsis of comments received and how they were considered and addressed and persons attending.</p>	

<p>Strengths</p>
<p>Questions, Concerns</p>

Address the overall section not each individual criteria. However, if the criteria is not adequate, write your concerns. These notes may be used at the in-person interview to address concerns.

Total for B.6. () Inadequate () Minimally Compliant () Fully Compliant () Excellent

Management and Operations Summary

Are we convinced that the school has an effective plan to recruit, retrain and grow an outstanding staff? Describe why or why not.

Does the Management and Operations Plan support the vision and mission of the school? Describe why or why not.

Total Points for B.1. to B.6. Management and Operations

Inadequate must score 0 () Minimally Compliant score 1-3 ()

Fully Compliant score 4-7 () Excellent score 8-10 ()

C. Governance

C. 1. Governing Body

Evaluation Criteria	Notes
Includes proper documentation that the entity proposing to hold the charter is a Maine nonprofit corporation;	
Provides evidence that the Governing Board is an independent functioning entity as stipulated in applicant instructions;	

Cites Board procedures in the by-laws that are consistent with the need for sustainability;	
In the case of pre-existing organizations, offers evidence that the operation of the proposed school is consistent with the organization's overall mission and operation.	
Provides documentation of the internal process to be used for review and the data to be used in making evaluative determinations;	
Presents clear, appropriate plans for the Board(s) to evaluate the success of the school(s) and school leader(s);	
Describes clear roles, duties and composition of any advisory bodies/councils and effective relationship to the school Governing Board and leadership; and	
Includes other effective governance procedures, including planned frequency of meetings and standing committees.	

Strengths
Questions, Concerns

Address the overall section not each individual criteria. However, if the criteria is not adequate, write your concerns. These notes may be used at the in-person interview to address concerns.

Rate for C.1. () Inadequate () Minimally Compliant () Fully Compliant () Excellent

C. 2. Governing Board Composition

Evaluation Criteria	Notes
The Board has the experience and the capacity to oversee the implementation and operation of the education program presented in the application;	
Board Members represent the diverse skills and backgrounds (profile) necessary to oversee the operation of a school and to ensure that the organization has a clear plan for the future viability of the organization;	
The Board has the capacity to oversee the effective and responsible management of public and private funds;	
The Board has the capacity to oversee and be responsible for the school's compliance with its legal obligations;	
The Board has the background and ability to represent the interests of the school community;	
The Board is aware of their duties and responsibilities as public servants in accordance with the language of section 501(c)3;	
The Board Members demonstrate(as documented by resumes, bios, and Board information sheets for all currently-identified proposed members):	

<p>a) will, capacity and commitment to govern the school effectively; and</p> <p>b) shared vision, purposes and expectations for the school;</p>	
<p>Evidence that the Governing Board Members demonstrate that they will contribute the wide range of knowledge, skills and commitment needed to oversee a successful charter school including educational, financial, legal and community experience and expertise.</p>	

<p>Strengths</p>
<p>Questions, Concerns</p>
<p>Address the overall section not each individual criteria. However , if the criteria is not adequate, write your concerns. These notes may be used at the in-person interview to address concerns.</p>

Rate for C.2. () Inadequate () Minimally Compliant () Fully Compliant () Excellent

Governance Summary

<p>Are we convinced that the Board members and Executive Leadership have the skills, background and understanding of their roles necessary to make this a viable and sustainable public charter school? Describe why or why not.</p>
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<p>Does the Governance Plan support the vision and the mission of the school? Describe why or why not.</p>
<p>Total Points for C.1. to C.2. Governance</p> <p>Inadequate must score 0 () Minimally Compliant score 1-3 ()</p> <p>Fully Compliant score 4-7 () Excellent score 8-10 ()</p>

D. Business and Financial Services

D. 1. Budget

Evaluation Criteria	Notes
<p>Budget priorities that are consistent with and support the mission and vision of the school, including the school's educational program, staffing, staff development and facility support;</p>	
<p>Draft financial procedures, policy or other reasonable assurance that the operator will have sound systems policies and processes for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong</p>	

internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administration audits;	
Evidence that the school's leadership has a strong understanding of the appropriate delineation of roles and responsibilities among the administration and Governing Board regarding school finance;	
Evidence that the school will ensure financial transparency, including plans for public adoption of the school's budget and public dissemination of its annual audit and an annual report;	
Sound criteria and procedures for selecting contractors for any administrative services and the acquisition of liability insurance;	
Complete, realistic and viable start-up and three-year operating budgets;	
Detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including unanticipated special education costs, grant/fundraising assumptions, identifying the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated , including evidence of firm commitments where applicable), and debt assumptions;	
Sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated; and	
A plan to develop a cash reserve by the	

end of year three.	
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Strengths
Questions, Concerns
Address the overall section not each individual criteria. However, if the criteria is not adequate, write your concerns. These notes may be used at the in-person interview to address concerns.

Rate for D.1. () Inadequate () Minimally Compliant () Fully Compliant () Excellent

D.2. Financial Management

Evaluation Criteria	Notes
A demonstrated comprehensive understanding of the school’s financial management obligations;	
Evidence that the school is prepared to adhere to generally accepted accounting practices;	
Evidence or a system of financial controls to ensure that receipts and payments are	

properly accounted for in a timely manner and that cash is handled properly;	
Evidence that the software or accounting system to be used is appropriate and its users are fully trained;	
Evidence that the school has or will have appropriate insurance policies in place;	
Evidence that the school has adequate policies and processes for tracking enrollment and attendance eligibility, eligibility for free and reduced priced lunch, special student populations; and	
Demonstrated preparation to meet its insurance, annual audit, monthly and annual financial reports and other key financial management obligations.	

Strengths
Questions, Concerns
Address the overall section not each individual criteria. However, if the criteria is not adequate, write your concerns. These notes may be used at the in-person interview to address concerns.

Rate for D.2. () Inadequate () Minimally Compliant () Fully Compliant () Excellent

D. 3. Facilities

Evaluation Criteria	Notes
Demonstration of a sound understanding of facility's needs;	
Demonstrates knowledge of facilities costs including, as applicable, cost of purchasing, leasing, building, or renovating an educational facility that conforms to applicable health, safety, and occupancy requirements;	
Evidence to support facilities-related budget assumptions;	
Evidence that the school will be properly maintained and cleaned;	
Evidence that the proposed facility will be adequate or present a plan for securing a facility that is appropriate and adequate for the school's educational program, anticipated location, and target population; and	
A clear and compelling demonstration that the school's plan for acquisition and maintenance of a facility is financially viable.	

Strengths
Questions, Concerns

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Address the overall section not each individual criteria. However, if the criteria is not adequate, write your concerns. These notes may be used at the in-person interview to address concerns.

Rate for D.3. () Inadequate () Minimally Compliant () Fully Compliant () Excellent

D. 4. Transportation

Evaluation Criteria	Notes
Presents a thorough, realistic, and cost-effective transportation plan by proposed school, including transportation of students with disabilities;	
Provides specific evidence of third party readiness (if utilized) and terms for providing transportation services consistent with the school's budget assumptions and state and federal laws relating to student transportation;	
Describes the catchment area within which transportation will be provided and what assistance, if any, will be provided to meet the needs of students outside the catchment area; and	
Describes viable transportation options for students, if any, for whom transportation is not to be provided.	

Strengths
Questions, Concerns

Address the overall section not each individual criteria. However, if the criteria is not adequate, write your concerns. These notes may be used at the in-person interview to address concerns.

Rate for D.4. () Inadequate () Minimally Compliant () Fully Compliant () Excellent

D.5. Insurance

Evaluation Criteria	Notes
Evidence of requisite insurance coverage or ability to obtain requisite insurance coverage;	
Evidence of requisite surety bond for school CFO or ability to obtain requisite surety bond; and	
Includes evidence to support the budget expense assumptions related to insuring the school, such as copies of broker or agency estimates.	

Strengths
Questions, Concerns

Address the overall section not each individual criteria. However, if the criteria is not adequate, write your concerns. These notes may be used at the in-person interview to address concerns.

Rate for D.5. () Inadequate () Minimally Compliant () Fully Compliant () Excellent

D. 6. Food Service

Evaluation Criteria	Notes
<p>If the applicant has elected to provide food service, the plan:</p> <p>Presents a thorough, realistic, and cost-effective food service plan; and</p>	
<p>If the applicant has elected not to provide food service, the plan:</p> <p>Presents a clear statement of the school's rationale for not providing such services;</p>	
<p>Provides specific evidence of third party readiness (if selected) and terms for providing services consistent with the school's budget assumptions and state licensing laws.</p>	
<p>Describes viable nutritious lunch options for students;</p>	
<p>Describes how students who are not able to provide themselves with lunch will be accommodated; and</p>	
<p>Describes contingency plans for students requiring special foods due to a medical condition.</p>	

Strengths
Questions, Concerns

Address the overall section not each individual criteria. However, if the criteria is not adequate , write your concerns. These notes may be used at the in-person interview to address concerns.

Rate for D.6. () Inadequate () Minimally Compliant () Fully Compliant () Excellent

D. 7. Closure Protocol

Evaluation Criteria	Notes
A system of student, financial and asset records that will allow orderly transition in case of a closure;	
A plan for placement of students in new schools that meets their educational and geographic needs; and	
A plan for transfer of assets to entities that meet the requirements of the IRS and state law.	

Strengths
Questions, Concerns
Address the overall section not each individual criteria. However, if the criteria is not adequate, write your concerns. These notes may be used at the in-person interview to address concerns.

Rate for D.7. () Inadequate () Minimally Compliant () Fully Compliant () Excellent

Business and Financial Services Summary

Are we convinced that the applicant has operating capital adequate to open the school and for the first years of operation and have a viable sustainable model for the next five years? Describe why or why not.

Does the Finance Plan support the vision and mission of the school? Describe why or why not.

Total Points for D.1. to D.7. Business and Financial Services

Inadequate must score 0 () Minimally Compliant score 1-3 ()

Fully Compliant score 4-7 () Excellent score 8-10 ()

E. Education Service Providers

Evaluation Criteria	Notes
A persuasive explanation of how and why the education service provider was selected;	
Evidence of the educational service provider's success in serving student populations similar to the targeted population, including demonstrated academic achievement as well as successful management of non-academic school functions if applicable;	
A detailed explanation of the roles and responsibilities provided by the ESP;	
A detailed explanation of the scope of services and resources to be provided by the ESP;	
A detailed explanation of the performance evaluation measures and timelines;	
A detailed explanation of the compensation structure the school will pay to the ESP, including clear identification of all fees to be paid to the ESP. This section should also include methods and timeline for contract oversight and enforcement, investment disclosure of the ESP and specific conditions for renewal and termination of the contract between the charter school	

and the ESP;	
A statement of assurance that the Governing Board and school leadership are legally and operationally independent from the ESP;	
Description of the relationship among the Governing Board, the school leadership, the management team and the service provider and a detailed explanation of how the school leadership and the Governing Board will monitor and evaluate the performance of the ESP and the internal controls that will guide that process and how the Board and school leadership will ensure fulfillment of performance expectations;	
Disclosure of any existing or potential conflicts of interest between the Governing Board, the school's leadership and management team and the ESP or any affiliated business entities;	
A copy of the service contract providing information on the proposed duration of the service contract and the services to be provided; and	
If the ESP is to provide services to students with identified special needs, explain the process for developing and implementing individual educational plans for this particular student population.	

Strengths

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Questions, Concerns

Address the overall section not each individual criteria. However, if the criteria is not adequate, write your concerns. These notes may be used at the in-person interview to address concerns.

Does the Education Service Providers Plan support the vision and mission of the school? Describe why or why not.
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Total Points for Education Service Providers Inadequate must score 0 () Minimally Compliant score 1-3 () Fully Compliant score 4-7 () Excellent score 8-10 ()
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Application Summary

Do you believe that this application has met the requirements of the Virtual RFP to create a successful, sustainable, high-quality virtual charter school? Describe why or why not.

- A. Education Plan Points ()
- B. Organizational and Operation Plan Points ()
- C. Governance Points ()
- D. Business and Financial Services Points ()
- E. Education Service Providers Points ()

Total Points _____

Overall Assessment: Would you recommend this application for further consideration by the Commission?

Recommendation (Circle one): **Deny** **Recommend for Interviews**