

DDOE Charter School Office New Application Rubric

School Name: _____

Date Reviewed: _____

Reviewer: _____

The review process for the New Charter School Application identifies two main standards for evaluation: Meets the Standard or Does Not Meet the Standard. Within each standard are guidelines that provide additional criteria for evaluation. Additional space is provided to identify strengths, make comments or identify questions and concerns. Rate each section as follows:

Overall Rating of the new charter school application:	Rating
School Proposal Overview	
Proposed School Narrative	
1.1 Executive Summary (Not Rated; comments requested)	
1.2 Founding Group and School Leadership	
1.3 Education Plan	
1.4 Performance Management	
1.5 Staffing	
1.6 Governance and Management	
1.7 Parent and Community Involvement	
1.8 Start-up and Operations	
1.9 Facilities	
1.10 Budget and Finance	
Attachments	
2.1 Statement of Assurances	
2.2 Charter School Board Member Information Form	
2.3 Charter Board Member Disclosures Form	
2.4 Charter Management Company and Highly Successful Charter School Operator Supplement.	

Note: Items grayed out in the rating column are not rated

Meets the Standard (M): The charter school applicant provides concrete and convincing evidence that demonstrates its capacity to deliver a high quality, comprehensive educational program that meets the needs of the population it intends to serve. The responses demonstrate thorough preparation, present a clear picture of how the school will operate, and address the topic with specific and accurate information.

Does Not Meet the Standard (DNM): Concrete and convincing evidence demonstrating the capacity of the proposed charter school is lacking or inconsistent. The responses address most of the criteria, but lack meaningful detail and require critical additional information.

School Proposal Overview

QUESTION	CRITERIA
<p>a) Provide the School's Basic Information: Proposed name of school, primary contact person with contact information, name of applicant group and role of team members, proposed opening year, proposed geographic community and model or focus of proposed school</p> <p>b) Provide Contract or Partnership Information: Does the school expect to contract or partner with a Charter Management Company or other school information? Name and contact information of organization if known</p> <p>c) Provide Proposed Principal/School Leader Information: All relevant contact information if leader has been identified</p> <p>d) Provide School Enrollment Projections: Numbers of Students per grade for each of Years 1 – 5 and projected demographics</p>	<p>✓ All requested Information is complete and accurate.</p>
<p>Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard</p>	
<p>Strengths:</p>	
<p>Areas of Concern/Follow-up:</p>	

SECTION 1.1: Executive Summary – *Not Rated*

Mission and Vision Statements

Strengths:

Areas of Concern/Follow-up:

Educational Need and Target Population

Strengths:

Areas of Concern/Follow-up:

Community Engagement

Strengths:

Areas of Concern/Follow-up:

Education Plan

Strengths:

Areas of Concern/Follow-up:

Leadership and Governance
Strengths:
Areas of Concern/Follow-up:

Business Plan
Strengths:
Areas of Concern/Follow-up:

SECTION 1.2: Founding Group and School Leadership 14 Del. C. § 512 (1)

Founding Group Membership	
QUESTION	CRITERIA
<p>a. Identify the key members of the Founding Group for the proposed school. Identify <i>only</i> those individuals who will play a substantial ongoing role in school development, governance, and/or management, and will thus share responsibility for the school. These may include proposed Board members, school leaders/management, staff members, or other essential partners.</p> <p>Explain what role each individual will play, and note which Founding Group members are certified educators, parents, and members of the community as required by 14 Del. C. § 512(1).</p> <p>b. Explain the Founding Group’s collective qualifications for establishing a high-quality charter school in Delaware and in assuming stewardship of public funds. Address the following in your response.</p> <ul style="list-style-type: none"> • Experience and/or involvement in K -12 public education system; • Experience in the design and operation of a charter school (if the school has closed or is slated for closure, non-renewal, or dissolution, describe the circumstances that led to such closure, non-renewal, or dissolution); • School leadership, administration, and governance; • Research based curriculum and instructional strategies that will ensure that all students meet or exceed the expectations of the Delaware Content Standards (Common Core State Standards in English language arts and mathematics–and Next Generation Science Standards); • Business management, including but not limited to Delaware financial and accounting systems and the funding procedures for Delaware charter schools; • Personnel management; 	<ul style="list-style-type: none"> ✓ Demonstrates that the leadership team has the collective qualifications (documented by resumes and bios for all members) to implement the school design successfully. ✓ Evidence of commitment and meaningful ongoing operational or governance roles for members of the Founding Group ✓ Provides evidence that the Founding Group includes certified teachers, parents, and members of the community as required by 14 Del. C 512(1) ✓ Provides evidence that each member of the Founding Group’s qualifications and affiliations are directly relevant to the development of a high quality charter school. ✓ The Founding Group’s resumes and biographies are complete and accurate and affiliations with the proposed school have been provided.

<ul style="list-style-type: none"> • Diversity issues, including but not limited to outreach, student enrollment, and instruction; • At-risk populations and children with disabilities, including but not limited to students eligible for special education and related services; English language learners; migrant/homeless students; and other at-risk populations that the school intends to serve; • School operations, including but not limited to charter school funding/finance, school bus transportation, facilities management, and school lunch/breakfast programs, and health and safety; and • Parent and community engagement. <p>c. Describe the Founding Group’s ties to and knowledge of the proposed school community.</p> <ul style="list-style-type: none"> • Summarize each person’s experience, qualifications, and affiliations that will be directly relevant to developing a high-quality charter school that reflects the school’s mission and vision. Explain why each individual was chosen to participate in this Founding Group. • Explain how and why the Founding Group decided to form a school in Delaware. <p>d. Provide, as Attachment 1 (Founding Group Résumés and Biographies). Include full résumés (including contact information) and professional biographies (brief narratives) for the individuals named. Label each document with the individual’s affiliation with the proposed school.</p>	
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Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard

Strengths:

Areas of Concern/Follow-up:

Principal, Founding Group, School Leader and Leadership Team	
QUESTION	CRITERIA
<p>Principal/Founding Group School Leader and Leadership Team [14 Del. C. § 512 (1)]</p> <ol style="list-style-type: none"> 1. If the Principal/School Leader candidate has been identified: <ol style="list-style-type: none"> a. Explain why this individual is well qualified to lead the proposed school in achieving its mission and goals. Summarize the proposed leader’s academic and organizational track-record. Provide specific evidence that demonstrates the leader’s capacity to design, launch, and manage a high performing school. If the School Leader has never run a school, describe any principal leadership training programs that the proposed leader has completed or is currently participating in. (Note! Also provide, as Attachment 2, the qualifications, résumé and professional biography for this individual). b. Provide specific data that demonstrates strong evidence of the school leader’s ability to effectively serve the proposed target population. 2. If the candidate is not yet identified, summarize the Board and/or other Founding Group members’ academic and organizational performance record and provide specific evidence that demonstrates the Board’s ability to effectively serve the proposed target population. 3. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated prior to the school receiving per-pupil funding? 4. Describe the responsibilities and qualifications of the school’s leadership/management team (beyond the School Leader). If known, identify the individuals who will fill these positions and provide, as Attachment 3, the qualifications, résumés, and professional biographies for these individuals. If these positions are vacant, explain the timeline, criteria, and process for recruitment and hiring. 	<ul style="list-style-type: none"> ✓ <i>(If School Leader candidate is identified)</i> Evidence of the leader’s experience in/ability to design, launch, and lead a school that effectively serves the target population, as well as evidence that the proposed leader is well qualified to implement the specific educational program being proposed. Any identified leadership training is appropriate for and aligned with the educational program. ✓ <i>(If School Leader candidate is not yet identified)</i> Evidence of the Board’s preparation and plan to recruit and retain a leader with the ability to lead a school that effectively serves the target population. ✓ Appropriate responsibilities and qualifications of the school’s leadership/management team (beyond the school leader). ✓ <i>(If members of the leadership team are identified)</i> Individuals who demonstrate the qualifications, capacities, and commitment to carry out the designated leadership roles to ensure the success of the proposed school. Should align with mission and vision of school. ✓ <i>(If leadership team is not yet identified)</i> Sound timeline, criteria, and process for recruiting and hiring the leadership team. ✓ Sound plan for leading the development of the school from post-approval to opening, including identification of a capable individual or team to lead the planning and start-up, as well as a viable plan for compensating this individual or team.

Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard

Strengths:

Areas of Concern/Follow-up:

SECTION 1.3 Education Plan 14 Del. C. 512 (4), (5), (6), (7), (8) and (11)

Curriculum and Instructional Design	
QUESTION	CRITERIA
<p>The educational program should meet the requirements of 14 Del. C. §§ 512(4), (5), (6) and (7) and applicable regulations.</p> <ol style="list-style-type: none"> 1. Provide a synopsis of the proposed educational program, including key components of the education model and any unique or innovative features. 2. Provide a synopsis of how the proposed instructional design reflects the needs of the school’s target population, and how <i>all</i> students will meet or exceed the expectations of the Delaware Content Standards (Common Core Standards in English Language Arts, Mathematics, and Next Generation Science Standards) in all content areas. The Delaware Content Standards are available at: http://www.doe.k12.de.us/domain/374 <ol style="list-style-type: none"> a. The description of the instructional design should include, as appropriate, the educational approach (or approaches), including class size and structure, teaching methods with a supporting research base, technology integration for all grades to be served, and how the design relates to the mission of the school. b. Present evidence that the proposed educational program is research-based and has been or will be rigorous, engaging, and effective for the expected student population. If evidence of effectiveness in other schools serving similar populations is not available, explain why the proposed program is likely to succeed with the targeted population. 3. Provide an overview of the planned curriculum, including, as Attachment 4, 1 scope and sequence per content area per grade band (K-2, 3-5, 6-8, 9-12) the school plans to serve. The scope and sequence documents should identify course outcomes and demonstrate clear alignment with the Delaware Content Standards (including Common 	<ul style="list-style-type: none"> ✓ Framework for a rigorous, quality instructional design that reflects the needs of the school’s target population and will ensure all students meet or exceed the expectations of the Delaware Content Standards (Common Core Standards in English language arts, mathematics, and Next Generation Science Standards). The description of the instructional design should include, at a minimum, the basic learning environment, class size and structure, curriculum overview, teaching methods, technology plan, and research-based support. ✓ Evidence that the proposed education 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. ✓ Comprehensive, quality curriculum overview that includes a course scope and sequence by each subject for each grade level the school would serve, and demonstrated alignment of course outcomes with the Delaware Content Standards (Common Core Standards in English language arts, mathematics, and Next Generation Science Standards) ✓ Sound curricular choices, by subject, including reasonable evidence the curriculum will be appropriate and effective for the targeted students. ✓ Units of instruction with corresponding summative assessments and scoring rubrics per grade band that the school will serve demonstrate alignment of instruction to the Delaware Content Standards (Common Core State Standards in English language arts, mathematics, and Next Generation Science Standards) in all content areas, pursuant to 14 DE Admin. C 501 and 502 ✓ Sound instructional strategies and explanation of why they are well-suited for the anticipated student population, including effective methods and

<p>Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in all content areas. If the proposed school commits to joining the Science Coalition, then a signed MOU would replace the scope and sequence requirement for Science. If the proposed school commits to joining the Social Studies Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies.</p> <ol style="list-style-type: none"> 4. Provide, as Attachment 5, 1 Mathematics unit with corresponding summative assessment and scoring rubrics, and 1 English Language Arts (ELA) unit with corresponding summative assessment and scoring rubrics to demonstrate alignment of instruction to the Delaware Content Standards (Common Core State Standards in Mathematics and ELA). If the proposed school does not intend to join the Delaware Science or Social Studies Coalitions, then 1 Science unit and 1 Social Studies unit with corresponding summative assessments and scoring rubrics to demonstrate alignment of instruction to the Next Generation Science Standards and Delaware Social Studies Content Standards are also required. 5. Describe how the school will ensure that all students have equitable access to the curriculum. 6. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students, including those who are gifted and talented. 7. Provide a synopsis of plans for additional academic support for at-risk students, including a description of how the school plans to implement procedures to determine whether a student responds to scientific, research-based interventions for reading and mathematics. 8. Explain how the graduation requirements will ensure student readiness for college or other post-secondary opportunities (trade school, military service, or entering the workforce). 	<p>systems for providing differentiated instruction to meet the needs of all students.</p> <ul style="list-style-type: none"> ✓ Sound plan for providing additional academic support for at risk students, including how the school plans to implement procedures to determine whether a student responds to scientific, research-based interventions for reading and math.
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Circle One Rating: **M- Meets the Standard** **DNM- Does Not Meet Standard**

Strengths:

Areas of Concern/Follow-up:

Student Performance Goals [14 Del. C. § 512 (4) and (6)]	
QUESTION	CRITERIA
<ol style="list-style-type: none"> 1. Describe the student performance standards for the school as a whole. 2. In addition to the State’s mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school’s curriculum, performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards). 3. If the school plans to adopt or develop additional academic performance goals or assessments beyond the State’s mandatory assessments, explain what standards the school will use, and describe the adoption or development process that has taken place or will take place. Include the timeline for achievement of student performance goals and the assessment of such performance. 4. Explain the school’s policies and standards for promoting students’ from one grade to the next. Describe how and when promotion and graduation criteria will be communicated to parents and students. 5. Explain the process for ensuring that all students in grades 8-12 have a complete student success plan. Describe how the success plans will be monitored as required by 14 Del. C. § 5.0. 	<ul style="list-style-type: none"> ✓ Clear, rigorous learning standards (provided for the school as a whole and for one grade for each division the school would serve) and aligned with the Delaware content standards (Common Core State Standards in English language arts, mathematics, and Next Generation Science Standards).. ✓ <i>(If applicable)</i> Thoughtful identification of and plan for development and adoption of any additional academic standards beyond the Delaware and Common Core Content Standards that the school would adopt or develop, including explanation and evidence of how those standards would exceed the Delaware and Common Core Content Standards. ✓ Clear, rigorous promotion standards and communication plan identified. ✓ Sound process for ensuring that all students in grades 8-12 have a student success plan.
<p>Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard</p>	
<p>Strengths:</p>	
<p>Areas of Concern/Follow-up:</p>	

High School Graduation Requirements (*High Schools Only*) [14 Del. C. §§ 512 (4), (5), (6) and (7)]

QUESTION	CRITERIA
<p>1. High schools will be expected to meet the Delaware Graduation Requirements, which may be amended from time to time. The requirements can be found at: http://regulations.delaware.gov/AdminCode/title14/500/505.shtml#TopOfPage</p> <p>2. Explain how the school will meet these requirements and monitor them through the use of the State’s pupil accounting system. Explain 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 those required by the State of Delaware, explain the additional requirements.</p> <p>3. If applicable, also explain how the school will meet the requirements for any and all Career and Technical Education (CTE) pathway courses. Requirements include, but are not limited to:</p> <ul style="list-style-type: none"> a. Programs must follow a State-approved Pathway Standard and be of sufficient size and scope to be effective for graduates; b. Applications must be approved; c. Documented and appropriate labor market opportunities must sufficiently exceed the current training supply; d. Laboratory facilities and equipment must meet all safety requirements pursuant to 14 DE Admin. Code § 885 and reflect current industry standards; e. Curriculum must follow current standards and include a State-approved end-of-pathway assessment; a. Student access to the program must follow the Office of Civil Rights CTE (vocational education) guidelines for admission and recruitment available at: http://www2.ed.gov/about/offices/list/ocr/docs/vocre.html; f. Pathways must follow an approved Program of Study; 	<ul style="list-style-type: none"> ✓ Sound plan for meeting the Delaware Graduation Requirements (including credits, GPA calculation, transcripts, electives) and compelling explanation of any additional requirements beyond the state’s (explained at http://regulations.delaware.gov/AdminCode/title14/500/505.shtml#TopOfPage). ✓ <i>(If proposing to have Career and Technical Education (CTE) pathways courses)</i> Sound plan for meeting requirements for any and all CTE pathway courses, including that CTE courses will follow a State-approved Pathway Standard and be of sufficient size and scope to be effective for graduates; appropriate labor market opportunities will sufficiently exceed current training supply; laboratory facilities and equipment will reflect current industry standards; curriculum will follow current standards and include a State-approved end-of-pathway assessment; student access to the program will follow Office of Civil Rights CTE guidelines for admissions and recruitment; pathway will follow an approved Program of Study; and programs will include student participation in their related Career and Technical Student Organization. ✓ Clear, persuasive explanation of how the school’s graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

<p>g. A Program of Study document must be submitted with the application. The state template is available through this link: http://www.doe.k12.de.us/Page/435; and</p> <p>h. Programs must include student participation in the related Career and Technical Student Organization. This website will provide further information on Delaware CTE requirements: http://www.doe.k12.de.us/Page/435.</p> <p>4. Explain how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).</p>	
<p>Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard</p>	
<p>Strengths:</p>	
<p>Areas of Concern/Follow-up:</p>	

School Calendar and Schedule [14 DE. C. § 512 (6)]	
QUESTION	CRITERIA
1. Provide, in Attachment 6 , the school's proposed calendar for the first year of operation. Include the length of the school day, as well as start and dismissal times. Explain how the calendar will support the success of the educational program.	✓ School calendar and sample daily and weekly schedules that meet minimum Delaware requirements (at least the equivalent of 1060 hours of instruction for grades K-11, and 1032 hours of instruction for grade 12), align with the educational program, and are conducive to significantly improving student learning.
Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard	
Strengths:	
Areas of Concern/Follow-up:	

Supplemental Programming [14 Del. C. § 512 (6)]	
QUESTION	CRITERIA
1. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.	✓ <i>(If applicable)</i> Sound plan, design, schedule, and funding for summer school that will meet anticipated student needs.
2. Describe the school's programs or strategies to address student mental, emotional, and social development and health.	✓ Well-designed plans and funding for extracurricular and co-curricular activities, programs, and services that will meet anticipated student needs and provide enrichment experiences.
3. If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.	✓ Thoughtful, well-supported description of programs or strategies to address student mental, emotional, and social development and health, and any other student-focused activities and programs that are integral to the school's educational and student-development plans.
4. <i>For schools offering summer school.</i> Describe the extra- or co-curricular activities or programming the school will offer, how often they will occur, and how they will be funded. Describe the program(s) to be offered. Identify how many students are expected to attend summer school and how will they be selected for participation. Identify how many hours and weeks of summer school will you provide, and how will	

it be funded. Explain how the school will provide Extended School Year services (ESY) for eligible students with disabilities.
Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard
Strengths:
Areas of Concern/Follow-up:

Special Populations and At-Risk Students [14 Del. C. § 512 (4), (5), (6) and (7)]	
QUESTION	CRITERIA
<p>1. <u>At-Risk Students</u></p> <p>a. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise.</p> <p>b. Describe how the school will implement Response to Intervention procedures, including a plan for how data will be collected, progress will be monitored, and instructional decisions made related to student performance in accordance with 14 DE Admin. Code § 925.12.0.</p> <p>c. Describe how the school will organize and use instructional support teams to engage in a problem solving process to ensure the behavioral and academic success of all students in accordance with 14 DE Admin. Code § 923.11.9.</p> <p>2. <u>Students with Disabilities</u></p> <p>Charter schools are responsible for hiring licensed, certified, and highly qualified special educators as required by 14 Del. C. Ch. 1 and 14 DE Admin. Code § 900. School personnel must participate in the IEP Process including identifying students who may be eligible for special education services, evaluating students for special education services, developing an Individualized Education Program (IEP), and providing special education</p>	<p>✓ Demonstrated understanding of – and capacity to fulfil – state and federal obligations and requirements pertaining to students with disabilities and English Language Learners including appropriate discipline procedures for students with disabilities.</p> <p>✓ Sound explanation of evidence from which the projection of anticipated special populations was derived.</p> <p>✓ Viable plan to identify students with special needs and ensure that they have access to the general education curriculum, are integrated in ways that support their development, receive necessary services, participate in standardized testing, and are included in all educational, extracurricular, and culture-building activities.</p> <p>✓ Realistic plan for ELL students that includes a curricular program for students who may not be ready for the general education curriculum, outlines a process for providing students access to the general education curriculum, identifies instructional and intervention strategies and programs, and includes students in standardized testing and educational or culture-building activities.</p>

supports, services, accommodation, and modifications. Schools must comply with all applicable laws as outlined in the Statement of Assurances.

A. Identification

- a. Describe how the school will ensure compliance with Child Find responsibilities. Explain how the school will identify students in need of special education services and the steps required to determine eligibility for special education services and avoid misidentification.
- b. Describe the multi-tiers of evidenced-based academic and behavioral interventions and supports that will be provided prior to identification.
- c. Describe the IEP team who will be determining eligibility including required roles.

B. Program Plan

- a. Describe the school's plan for ensuring compliance with state and federal statutes and regulations related to the identification, evaluation, and education of students with disabilities. Include a description of the school's specific action steps to ensure compliance with the Individuals with Disabilities Education Act (IDEA). Specify the programs, strategies, and supports you will provide for students with basic, intensive, and complex needs.
- b. Describe how the school will provide a continuum of educational placements for students with disabilities. Include a description of the instructional strategies and supports that will be implemented to ensure placement and meaningful progress in the least restrictive environment. In addition, describe how students who require a more restrictive setting will be served within the school in accordance with 14 DE Admin. Code § 925.27.0.
- c. Describe how the school will ensure that students with disabilities have access and make meaningful progress in the general education curriculum and Common Core State Standards.
- d. Describe how the school will provide multi-tiers of academic and behavioral supports for students with disabilities.

✓ Plans describe evidence-based instructional programs and practices; effective design or adaptation of the educational program; qualified staffing; and support strategies and resources.

- e. Explain how the school will ensure parent participation in the IEP process in accordance with 14 DE Admin. Code § 900.925.22.
- f. Describe how the school will ensure that IEP accommodations are provided for students with disabilities on the Delaware System of Student Assessment (DeSSA) and on the Alternate Assessment.
- g. Describe how the school will ensure that IEP services, supports, and accommodations are implemented by all staff working with students with disabilities
- h. For students with disabilities who are age 14 or older, or who are entering the eighth or a higher grade, explain how the school will address transition planning/provision of transition services.

C. Monitoring and Accountability

- a. Describe how the school will regularly evaluate and monitor the progress and success of students with disabilities to ensure the attainment of each student's goals set forth in the IEP and to ensure mastery of the Common Core Standards. Include a description of how the school will address students not making progress on IEP goals or toward mastery
- b. Describe how the school will ensure that required participants, including parents, will attend IEP meetings.
- c. Describe the strategies that will be used when parents do not respond to school staff attempting to schedule IEP meetings, or when parents cannot or do not attend IEP meetings
- d. Describe how the school will ensure participation of general education in the IEP meeting. For students who turn 14 or enter the 8th grade during the IEP year and who are participating in a career and technical education program, describe how the school will ensure that a CTE teacher/career technical teacher coordinator attends the IEP meeting.
- e. Describe the school's system of accountability to ensure compliance with IDEA, provision of special education services and procedural safeguards, along with a process to monitor student records and staff practices for regulatory compliance across the school.

D. Staffing and Professional Development

- a. Describe how the school will employ qualified special education staff, including, but not limited to, certified and highly-qualified special education teachers, and related service providers (including but not limited to Occupational Therapist, Physical Therapist, Speech/Language Pathologist, and School Psychologist). Include a list of the staff positions and a description of the duties for each position.
- b. Describe how the school will ensure that all staff (including but not limited to administrators, special education teachers, regular education teachers, guidance counselors, and support staff) are adequately trained and properly implementing state and federal law related to the identification, evaluation, and education of students with disabilities.

3. English Language Learners

Charter schools are responsible for the identification of English language learners, the provision of English language services, and the annual assessment of English language proficiency as required by 14 DE Admin. Code 920. Additionally, charter schools are responsible for hiring certified English as a Second Language (ESL) and/or bilingual educators to provide services to English language learners. Paraprofessionals and tutors may serve English language learners only under the supervision of a certified ESL or bilingual teacher. In addition, ESL/bilingual school personnel must participate in the IEP Process of students who are dually identified for both Special Education and English language learners (SWD/ELL).

- a. Explain how the school will identify English language learner students in need of English language services, including the steps required to screen and assess the English language proficiency level and the timeline for completion.
- b. Explain how the school will schedule the contact hours for instruction based upon the English language learner's proficiency level.
- c. Describe the program model(s) the school will use to deliver the English language services to students.

<ul style="list-style-type: none">d. Describe the minimum English proficiency level scores required for enrollment into the ESL/bilingual program and the minimum exit level criteria to transition out of the program.e. Describe the school’s plan for addressing parent involvement for English language learners, including immigrant students.f. Describe how the school will ensure that English language learner students receive instruction and support to access and make meaningful progress in the general education curriculum and Common Core State Standards.g. Describe how the school will ensure that all English language learners, including those dually identified as students with disabilities who are also English language learners, will be assessed annually for English language proficiency.h. Describe how the school will ensure that English language learners, including those dually identified as students with disabilities who are also English language learners, will be provided services for both programs. <p>4. <u>Gifted Students.</u> Explain how the school will identify and meet the needs of gifted students, including:</p> <ul style="list-style-type: none">a. The specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;b. How the school will provide qualified staffing for gifted students; andc. How the school will assess and monitor the progress and success of gifted students. <p>5. <u>Homeless Students.</u> Explain how the school will identify and meet the needs of homeless students. Describe the training that the staff members will receive to meet the needs of homeless students.</p>	
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Circle One Rating: **M- Meets the Standard** **DNM- Does Not Meet Standard**

Strengths:

Areas of Concern/Follow-up:

Student Recruitment and Enrollment [14 Del. C. § 512 (6) and (8)]

QUESTION	CRITERIA
<p>1. Describe your plan to recruit students in your pre-opening year, including the strategies, activities, events, responsible parties and benchmarks and timelines that will demonstrate suitable progress over time. (Note! Be sure to reference https://www.schoolchoicede.org/.)</p> <p>2. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; linguistically diverse families and other youth at risk of academic failure. The response should include the following:</p> <p>a. A brief description of the recruitment strategies that the school will employ to attract each of the students described above to the school; and</p> <p>b. A brief explanation of the efforts, resources, structures, or programs that the school will take to retain these students and how the school will monitor the efficacy of such efforts, including disaggregation of student performance data for each subgroup. Identify your target re-enrollment rate for each year.</p> <p>3. In Attachment 7 (Parent Support Survey), provide evidence of demand for the proposed school among prospective parents/guardians. (Note! The Department is looking for evidence that your proposed school is wanted by the local community, and that enough pupils would come to your school to make it financially viable. This evidence takes the form of a survey that parents sign expressing support for the school. Specifically,</p>	<p>✓ Sound and thoughtful student recruitment and marketing plan, timeline, and Enrollment Policy that will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.</p> <p>✓ Enrollment Policy provided and complies with Delaware law.</p>

you should aim to show that you have **support from parents for at least as many pupils as the number of seats in your school in its first two years of opening**. This is a minimum and your application will be rated more strongly if the school is significantly oversubscribed.)

4. Describe the ongoing student recruitment work that you will do once your school has opened. Identify the ways in which it will be different than your pre-opening year in terms of the strategies, activities, events, persons responsible and benchmarks.
5. Provide, as **Attachment 8**, the school's Enrollment Policy and Withdrawal Policy, which must include the following:
 - a. Any admission requirements, including an explanation of the purpose of any pre-admission activities for students or parents;
 - b. Any admission preferences in accordance with 14 *Del. C.* § 506(b) and how they will be used, including how the school will identify Founding Group members and how the preference to children of the school's Founding Group members will be used, if applicable;
 - c. Establish a timeline for its application and admissions processes identical to any such timeline set forth in 14 *Del. C.* Ch. 4 for the operation of a public school choice program. Provide an approximate date for the lottery and describe the procedures for conducting a fair lottery process;
 - d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
 - e. A timeline and plan for student recruitment and enrollment;
 - f. Plans to maintain on file a written statement, signed by the parent or guardian of each enrolled child, that acknowledges that the child will attend the charter school for at least one complete school year pursuant to 14 *Del. C.* § 506(c)(3).

Circle One Rating: **M- Meets the Standard** **DNM- Does Not Meet Standard**

Strengths:

Areas of Concern/Follow-up:

School Culture [14 Del. C. § 512 (6), (7) and 14 Del. C. §4112D]	
QUESTION	CRITERIA
<p>1. Describe the culture or ethos of the proposed school and how this culture or ethos will promote a positive academic environment and reinforce student intellectual and social development.</p> <p>2. Explain the systems, practices, and traditions that the School Leader and staff will implement to foster this culture for students, teachers, administrators, and parents, starting from the first day of school. (Note! You will be asked to describe your discipline policy in the next section).</p> <p>3. Describe the key elements of the school’s bullying prevention and anti-hazing policies. Explain how the school will develop this culture and use scientifically researched-based practices for students, educators, administrators, and parents starting from the first day of school. Resources to ensure compliance with state requirements are available at:</p> <p>http://www.stopbullying.gov/laws/delaware.html</p> <p>4. Explain how the school culture will serve and support students with special needs, including students receiving special education services, English Language Learners, homeless and migrant students, and any other students at-risk of academic failure.</p>	<p>✓ Vision for school culture or ethos that will promote a positive academic environment and student intellectual and social development for all students, including those with special needs, English Language Learners, and students at risk of academic failure.</p> <p>✓ Sound plans for preventing bullying and hazing, including strong bullying prevention and anti-hazing policies, appropriate make-up of the bullying prevention committee, reasonable systems for students to report instances of bullying, and appropriate investigative procedures to be used by the administration.</p> <p>✓ Coherent plan for establishing and maintaining the intended culture for students, teachers, administrators, and parents from the first day of school.</p> <p>✓ Articulate, compelling descriptions of the typical daily experiences of a student and a teacher. Descriptions demonstrate a well thought-out school design that reflects the vision and will support student intellectual and social development.</p>
<p>Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard</p>	
<p>Strengths:</p>	
<p>Areas of Concern/Follow-up:</p>	

Student Discipline [14 Del. C. § 512 (6), (7) and (11)]	
QUESTION	CRITERIA
<p>1. What will be the key elements of the school discipline policy, and how will it support the school culture that you describe above? Include plans regarding limitations on seclusion and restraint with respect to all students, including training and reporting requirements in accordance with 14 Del. C. § 4112F and related regulations at 14 DE Admin. Code § 610.</p> <p>2. How will the discipline policy be practiced in the classroom in order to ensure that students are working on task and focused on learning?</p> <p>3. How will you ensure that minority students and students with disabilities are not disproportionately represented in disciplinary procedures such as suspensions and expulsions? How will you measure or track this data?</p> <p>4. Who will be responsible for implementing the school's discipline policy? What position will be responsible for electronically reporting discipline incidents in accordance with state requirements?</p> <p>5. How will the school ensure that staff are adequately trained and properly implementing state and federal law related to the discipline of students with disabilities? Include a description of the school's specific action steps to ensure compliance with the disciplinary provisions of the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and Delaware statutes and regulations.</p> <p>(Note! If approved, you will be required to submit a student Code of Conduct prior to opening in accordance with 14 DE Admin. Code § 600.)</p>	<p>✓ Student discipline policy that is aligned with 14 Del. C. § 512(11) and provides for appropriate and effective strategies to support a safe, orderly school climate and fulfilment of educational goals, promoting a strong school culture while respecting student rights. Legally sound policies for student discipline, suspension and expulsion, as well as appeals, including proper processes for students with disabilities.</p> <p>✓ Appropriate plan for disseminating the discipline policy to teachers, parents and students.</p>
<p>Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard</p>	
<p>Strengths:</p>	
<p>Areas of Concern/Follow-up:</p>	

SECTION 1.4 Performance Management 14 Del. C. §§ 512 (4), (5), (6) and (7)

QUESTION	CRITERIA
<p>The DDOE will evaluate every charter school’s performance annually and for renewal purposes according to a set of academic, financial, and organizational performance standards, known as the Charter Performance Framework, which will be incorporated into the Performance Agreement. (Note! The Performance Agreement is enforceable as part of the school’s Charter Contract.)</p> <ul style="list-style-type: none"> • The academic performance standards will be in accordance with 14 Del. C. § 512(4) and will consider status, growth, and comparative performance based on federal, state, and school-specific measures. • The financial performance standards will be based on standard accounting and industry standards for sound financial operation. • The organizational performance standards will be based primarily on compliance with legal obligations, including the fulfillment of the Board’s fiduciary obligations related to sound governance. • The Charter Performance Framework may be found here: • Guidance Documents for the Delaware School Success Framework (DSSF), Organizational Performance Framework and Financial Performance may be found here. <ol style="list-style-type: none"> 1. Explain how the school’s Board and School Leadership Team will measure and evaluate the 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. 2. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data. 3. Describe the corrective actions the school will take, pursuant to 14 Del. C. § 512(5), if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them. 	<ul style="list-style-type: none"> ✓ <i>(Optional)</i> Meaningful mission-specific educational and/or organizational goals and targets, which are measurable or demonstrable by externally credible measures or assessments. ✓ <i>(If proposing to serve students at risk of academic failure)</i> Thorough description of expected performance of each student on the Delaware Comprehensive Assessment System in each grade during the initial charter period and reasonable explanation of what, if any, portion of the Performance Framework shall or shall not apply to the school, or shall be modified to more appropriately measure the performance of the school. ✓ Quality interim assessments that are aligned with the school’s curriculum, performance goals, and state standards. ✓ Effective plan (including qualified personnel) and system for measuring and evaluating academic progress – of individual students, student cohorts, and the entire school – throughout the school year, at the end of each academic year, and for the charter term. ✓ Comprehensive, effective plan (including qualified personnel) and system for collecting and analysing student academic

<p>4. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.</p> <p>5. Describe how the School Leadership Team will oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. Include any additional organizational goals and targets that the school will have. State the goals clearly in terms of the measures or assessments that the school plans to use.</p> <p>6. Describe any mission-specific academic goal(s) that the school plans to use. State your mission-specific goal(s) clearly in terms of the measure(s) to be used, the rationale(s) for each measure, and the targets that you plan to use to assess student academic performance against these goals. (Note! mission-specific goals are optional unless you are proposing to serve students at-risk of academic failure.)</p> <p>7. If you are proposing to serve students who are at-risk of academic failure, pursuant to 14 DE Admin. Code § 275.4.2.1.5, describe the expected performance of each student on the State’s mandatory assessments in each grade during the initial charter period and what, if any, portion of the Performance Framework (see link below) shall or shall not apply to the school, or shall be modified to more appropriately measure the performance of the school. (Note! Applicants proposing to serve students who are at-risk of academic failure are required to have one or more mission-specific goals.)</p> <p>http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/151/CharterPerfFramework.pdf</p>	<p>achievement data, using the data to refine and improve instruction – including providing training and support to school leadership and teachers – and reporting the data to the school community.</p> <p>✓ Thoughtful, appropriate corrective actions the school will take if it falls short of student academic achievement expectations or goals at any level, including explanation of what would trigger such actions and who would implement them.</p>
<p>Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard</p>	
<p>Strengths:</p>	
<p>Areas of Concern/Follow-up:</p>	

SECTION 1.5 Staffing 14 Del. C. § 512 (6)

Staff Structure	
QUESTION	CRITERIA
<p>1. Provide, as Attachment 9, organizational charts that show the school governance, management, and staffing structure in Year 1 and at full expansion. (Note! The organizational charts will be compared against the budget figures supplied elsewhere. The provided organizational charts and budget must align.) The organizational charts and accompanying descriptions should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. The organizational charts and accompanying notes or roster should identify the following:</p> <ul style="list-style-type: none"> a. Year 1 positions with position descriptions, including those for administrative, instructional, and non-instructional personnel; b. The number of classroom educators, Paraprofessionals, any specialty educators, and contracted professional services, such as Speech Therapists, Physical Therapists, etc.; c. Operational and support staff; The reporting structure for the proposed school; and d. The educator-student ratio, as well as the ratio of adults to students for the school. <p>(Note! The School Nurse must hold a valid standard certificate as a School Nurse, a bachelor’s degree in Nursing, and a current Registered School Nurse license pursuant to 14 DE Admin Code § 1582.)</p> <p>2. If the school is part of a network of schools and/or would contract with a Charter Management Company or other education management provider, clearly show the network/provider’s role in the organizational structure of the school. Explain how the relationship between the Board and the school administration will be managed.</p>	<ul style="list-style-type: none"> ✓ Staffing plan aligned with the educational program and conducive to the school’s success. ✓ Effective structure and strategies for managing the administration-staff relationship. ✓ Provides evidence of compliance with school nurse requirements. ✓ (<i>If applicable</i>) Provides a clear statement that demonstrates the CMO’s or EMO’s capacity to support the organizational structure of the school and demonstrates an understanding of the relationship between the governing board and school administration.

Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard

Strengths:

Areas of Concern/Follow-up:

Staffing Plans, Management, and Evaluation

QUESTION	CRITERIA
<p>1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.</p> <p>2. Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school’s strategy for retaining high-performing educators.</p> <p>3. Describe the plan and timeline for recruiting and selecting the teaching staff and other educators/professional staff. Describe the school’s plan for meeting the educator certification requirements of the Delaware Charter Law, 14 Del. C. § 507, which includes ensuring that non-certified educators are participating in a Delaware approved alternative certification program. Describe any pre-service training that prepares new educators while providing an additional staff screening period for the School Leadership Team.</p> <p>4. Outline the school’s procedures for hiring and dismissing school personnel, including the school’s process for conducting criminal background checks.</p> <p>5. Describe how the School Leadership Team will use the Delaware Performance Appraisal System (DPAS) as required by Delaware Code and regulations or propose an alternative system. Also, explain how the school will use educator evaluation processes to provide support for</p>	<p>✓ Compensation packages, system, and strategy that are likely to attract and retain strong staff.</p> <p>✓ Recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong staff that meet teacher certification requirements of the Delaware charter law and are well suited to the school.</p> <p>✓ Plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff. The plan is in-line with statutory educator evaluation requirements and includes necessary training for administrators and teachers.</p> <p>✓ Effective planning for unsatisfactory leadership/teacher performance and turnover.</p>

<p>educators and ultimately make decisions about retention, promotion, and advancement.</p> <p>Explain how the school will handle unsatisfactory educator performance, as well as educator changes and turnover.</p> <p>6. Explain how and when the Board will evaluate the Principal/School Leader. What evaluation tool will be used? What key performance criteria will be examined? How will student academic growth be factored into the Principal/School Leader’s evaluation?</p> <p>7. What mechanisms or options will the Board leverage to address unsatisfactory leadership performance, should it occur, as well as turnover? What cut points within established metrics might trigger different courses of action in regards to the oversight of the Principal/School Leader?</p>	
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Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard

Strengths:

Areas of Concern/Follow-up:

Professional Development	
QUESTION	CRITERIA
<p>1. Describe the professional development plan, including standards and opportunities that will be offered to the staff. Identify who will be responsible for developing, leading, and evaluating professional development at the school. This description should explain how professional development for the faculty will support the educational program and build capacity to improve student achievement. The plan must include the following:</p>	<ul style="list-style-type: none"> ✓ Professional development standards, opportunities, leadership, and calendar/scheduling that effectively support the education program and are likely to maximize success in improving student achievement, including an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program. ✓ Well thought out plan for professional development in the areas of special education and English Language Learners (ELL), including implementation of

<p>a. A schedule and explanation of professional development that will take place prior to school opening. Explain what the focus will be during this induction period and how educators will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods;</p> <p>b. The expected number of days/hours for professional development throughout the school year, and an explanation of how the school’s calendar, daily schedule, and staffing plan will be structured to accommodate this plan. Specify when educators will have time for common planning or collaboration and how such time will typically be used;</p> <p>c. An explanation of how professional development will be aligned with the interim (e.g. classroom, diagnostic, formative) assessments and staff evaluation processes, and how it will be adjusted during the year to address areas of need that are identified;</p> <p>d. An explanation of how the professional development program will be evaluated to assess its effectiveness and success.</p> <p>e. An explanation of the school’s system for providing coaching and professional development for the School Leader. Explain how the school will know what coaching and professional development the School Leader needs.</p>	<p>IEPs, discipline of students with disabilities and communication with ELL families.</p> <p>✓ Thoughtful plan for evaluating professional development program success.</p>
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Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard

Strengths:

Areas of Concern/Follow-up:

SECTION 1.6 Governance and Management 14 Del. C. §§ 512 (1), (2), (6) and (9)

Note! If the applicant plans to contract with a Charter Management Company, the applicant must complete the Charter Management Company and Highly Successful Charter School Operator Supplement in addition to the application narrative. The Supplement includes the Highly Successful School Operator Capacity section as well as the Portfolio Review and Performance Record section

Legal Status and Governing Documents	
QUESTION	CRITERIA
<p>1. Identify the name of the organizing corporation, date of incorporation, and names of the corporation’s officers and the office held by each.</p> <p>2. Attach a copy of the Articles of Incorporation, a copy of the Board bylaws, and Board policies of the corporation as Attachment 10.</p> <p>Pursuant to 14 Del. C. § 512(1) and (2), the bylaws must be consistent with the provisions of the Freedom of Information Act, 29 Del. C. Ch. 100 (related to public bodies, public records, and open meetings) and provide for representation of the school’s educators and parents of students on the Board.</p> <p>The by-laws must demonstrate that the Applicant’s business is restricted to the opening and operation of charter schools, before school programs, after school programs, and educationally-related programs offered outside of the traditional school year.</p> <p>3. Provide, as Attachment 11, the completed and signed Compliance Certification Statement.</p> <p>4. Provide, as Attachment 12, the completed and signed Application Certification Statement.</p>	<p>✓ Proposed school’s legal status and structure are in compliance with state law.</p> <p>✓ Effective governing bylaws, policies, and procedures, which are consistent with applicable federal and state law.</p>
<p>Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard</p>	
<p>Strengths:</p>	
<p>Areas of Concern/Follow-up:</p>	

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Governing Board	
QUESTION	CRITERIA
<p>1. Governance Philosophy. Explain the general philosophy of governance that will guide the proposed school, including the nature and extent of involvement by key stakeholder groups. Please make sure to distinguish management versus governance responsibilities.</p> <p>2. Structure and Composition. Describe the size, current and desired composition, powers, and duties of the Board. Identify key skills, areas of expertise, and constituencies that will be represented on the Board. Explain how this governance structure and composition will help ensure that:</p> <p style="margin-left: 20px;">a. The school will be an educational and operational success; and</p> <p style="margin-left: 20px;">b. There will be active and effective representation of key stakeholders. (Note: Pursuant to 14 Del. C. § 512(1), the Board must ensure representation by an educator from at least one of the charter schools operated by the Board and at least one parent of a student enrolled in a charter school operated by the Board.)</p> <p>3. Roles. Describe the primary roles of the Board and how it will interact with the Principal/School Leader and any advisory bodies. List all currently-identified Board members and their intended roles, and summarize their interests in and qualifications for serving on the school’s Board.</p> <p>4. As Attachment 13, provide a completed and signed Charter School Board Member Information Form for each proposed Board member.</p> <p>5. As Attachment 14, provide a completed and signed Charter School Board Member Disclosures Form for each proposed Board member.</p> <p>6. Procedures. Explain the procedure by which Board members have been and will be selected. How will the Board fulfill its responsibilities? What</p>	<ul style="list-style-type: none"> ✓ Effective governance structure and planned board size, powers, duties, and current and desired composition (including diverse expertise and effective representation that will foster school success. ✓ Proposed board members who demonstrate (<i>as documented by resumes, bios, and Board Information sheets for all currently-identified proposed members</i>): (a) will, capacity and commitment to govern the school effectively; and (b) shared vision, purposes and expectations for the school. ✓ Evidence that the proposed governing board members 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. ✓ Procedures for board member selection that are likely to produce a strong, committed board with desirable range of expertise. ✓ Other effective governance procedures, including planned frequency of meetings and standing committees. ✓ Appropriate proposed Code of Ethics and Conflict of Interest policy/procedures will minimize real or perceived conflicts. ✓ Sound plan and timeline for board recruitment, expansion, orientation of new members, and ongoing training for members. Plan should include a thoughtful identification of desired experience and capacities.

will be the planned frequency and focus of meetings? Identify any standing subcommittees the Board expects to have. Describe how the school and Board will comply with Freedom of Information Act, 29 Del. C.Ch. 100 (related to public bodies, public records, and open meetings).

7. School Oversight

- a. Describe how the Board will approach its oversight role. Describe the metrics or progress indicators that the Board will consider in its analysis of the school, as well as how the Board will receive this information (i.e., dashboard) and from whom (i.e., Principal/School Leader, Business Manager, committees). Be sure to include both the academic, financial and operational metrics, and the frequency with which the Board will review these metrics.
- b. Describe the financial policies and procedures that the Board and administration will implement and follow in order to ensure that the school remains fiscally solvent and that appropriate internal controls are implemented.
- c. Describe an, at a minimum, annual process for evaluating whether financial allocations have effectively supported the school in carrying out its mission and meeting its goals.
- d. Identify the enrollment threshold that would compel the Board to delay opening the school and explain why.
- e. Describe how the Board and School Leadership Team will utilize the school's mission in everyday practice and decision-making?
- f. Describe the School Leader contract. Identify whether there will be performance targets in that contract and, if so, what they are.

8. Board Improvement. Explain the plan for increasing the capacity of the Board. What kinds of orientation or training will new Board members receive? Describe how the Board will evaluate itself and what steps it will take to continually improve its capacity to govern. Describe how current and future Board members will comply with any statutory or regulatory requirement related to the training of Board members.

9. Board Continuity. Describe how, and on what timeline, new Board members will be recruited and added. Explain how the Board will screen successor members of the Board to ensure continuing compliance with

<p>the requirements that the Board be qualified to operate a charter school and to implement the school’s proposed educational program.</p> <p>10. Ethics and Conflicts of Interest. Describe the Board’s ethical standards and procedures for identifying and addressing conflicts of interest and compliance with the State Code of Conduct.</p>	
<p>Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard</p>	
<p>Strengths:</p>	
<p>Areas of Concern/Follow-up:</p>	

Advisory Bodies	
QUESTION	CRITERIA
<p>1. Describe any advisory bodies or councils to be formed, including the roles and duties of these bodies. Describe the following: the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and educators (if applicable); and the reporting structure as it relates to the school’s governing body and leadership.</p>	<p>✓ Clear roles, duties, and composition of any advisory bodies/councils, and effective relationship to the school governing board and leadership.</p>
<p>Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard</p>	
<p>Strengths:</p>	
<p>Areas of Concern/Follow-up:</p>	

Grievance Process	
QUESTION	CRITERIA
1. Explain the process that the school will follow should a parent, student or staff member have an objection to a governing board policy or decision, administrative procedure, or practice at the school. 2. Identify the goals of the Board of Directors in terms of monitoring and resolving staff and parent complaints.	✓ Fair, accessible grievance process for parents and students. ✓ Clear, compelling plan to ensure parents have access to the governing board, including a process for complaints that is fair and transparent.
Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard	
Strengths:	
Areas of Concern/Follow-up:	

SECTION 1.7 Parent and Community Involvement 14 Del. C. §§ 512 (1) and (6)

QUESTION	CRITERIA
<p>Parent Involvement</p> <ol style="list-style-type: none"> 1. Describe the role of any parents/guardians and community members involved in developing the proposed school. 2. Describe the outreach that you have conducted to engage prospective parents/guardians in the area you are proposing to serve. 3. Describe how you will engage parents/guardians in the life of the school, in addition to any proposed governance roles described above. Describe how the school will build family-school partnerships to strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities that the school will offer to parents. 	<ul style="list-style-type: none"> ✓ Appropriate role for parents and community members in developing the school. ✓ Effective strategies for informing parents and the community about the school’s development. ✓ Sound pre- and post- opening parent engagement plan, including family-school partnerships, that is welcoming and accessible to all parents. ✓ Existing community resources and partnerships that will benefit students and parents and 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>Community Involvement</p> <ol style="list-style-type: none"> 1. Describe how community members are represented on your Board and in your Founding Group? 2. Identify what community resources will be available to students and parents. Describe any partnerships that the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships. 3. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student-learning opportunities. 4. Provide, as Attachment 15, evidence of support from community partners, which may include letters of intent/commitment, memoranda of understanding, and/or contracts, and should specify the resources to be committed or contributed from the partner, as applicable. 	

Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard	
Strengths:	
Areas of Concern/Follow-up:	

SECTION 1.8 Start-up and Operations 14 Del. C. §§ 512 (1), (8), (9), (10), (12) and (13)

QUESTION	CRITERIA
<p>1. Start-Up Plan. Provide, as Attachment 16, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals, which is aligned with a sound Start-Up Budget. The plan must include such milestones as:</p> <ul style="list-style-type: none"> • Identifying and hiring key personnel; • Creating and/or finalizing curriculum, including purchasing assessment and materials; • Creating discipline, attendance, promotion, and grading policies approved by your school’s Board of Directors and the Department; • Hiring instructional staff; • Having in place the major contracts necessary for the school to open on schedule. Major contracts shall include, without limitation, the school’s contracts for equipment, services (including bus and food services, and related services for special education), leases of real and personal property, the purchase of real property, the construction or renovation of improvements to real property, and insurance. (Note! Contracts for bus and food services must be in place no later than August 1st of the year in which the school proposes to open and August 1st of each year thereafter.) • Engaging the community and recruiting students; and • Other planning activities. <p>2. Describe what you anticipate will be the challenges of starting a new school and how you expect to address these challenges.</p> <p>3. Complete the Start-Up (Year 0) Budget in the Budget Sheets. Complete all pages in the Budget Sheets, and provide as Attachment 17 (see link in Section 1.10 Budget and Finance).</p>	<ul style="list-style-type: none"> ✓ Detailed start-up plan specifying tasks, timelines, and responsible individuals, which is aligned with sound Start-Up Budget, is complete and accurate. ✓ Sound plan for student transportation, including both daily and special-event transportation that applies to all students, including those who reside outside the district in which the school will be located and students with special needs. ✓ Appropriate plan for oversight of transportation operations, including sound contract language. ✓ Sound plans for school and student safety and security, including security personnel, technology, equipment, and policies. ✓ Timeline for the development of a school safety plan in accordance with the Omnibus School Safety Act of 2012 has been provided. ✓ Sound plan for providing meals to students, including homeless students and other students eligible for free and reduced lunch. ✓ Plan to secure comprehensive and adequate insurance coverage, including workers’ compensation, liability, property, indemnity, directors and officers, automobile, and other. ✓ Appropriate plan for the timely transfer of student and school data and records to the DDOE. (This is typically done through eSchool)

4. **Transportation.** Describe how students will be transported to the school pursuant to 14 *Del. C.* § 508, including any provisions that the school will provide; how students who reside outside the district in which the school will be located will be transported to the school; and how students with special needs will be transported if specialized transportation is required by the student's IEP.

Describe the plan for oversight of transportation operations (e.g., whether the school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof) and who on the school staff will provide this daily oversight.

5. **Safety and Security.**

- a. Describe your plan for safety and security for students, staff, guests, and property.
- b. Explain the types of safety and security personnel, technology, equipment, and policies that the school will employ to provide a safe and healthy environment in accordance with 14 *Del. C.* § 512(12) and the safety provisions included in the Statement of Assurances.
- c. Explain your process to create and maintain the required emergency preparedness plan that is in compliance with the Emergency Preparedness Guidelines established by 29 *Del. C.* § 8237 and 14 DE Admin. Code § 621, and approved by the Department of Safety and Homeland Security (DSHS). Identify which position will have primary responsibility for this plan.

6. **Lunch/Breakfast.** Describe the plan for providing meals to students, including homeless students and others students eligible for free or reduced price meals. If the school plans to contract for meals, identify the contractor, if known, and describe the services to be provided.

(**Note!** Passed In 2013, 14 *Del. C.* §506(f) states that if a child would qualify for a no- or low-cost breakfast or lunch under a federal national school breakfast or lunch program, then the charter school shall provide breakfast and lunch to the child at no or low cost to the child's family, beginning in the 2014-2015 school year. Charter schools shall not consider whether a

child would qualify for no- or low-cost breakfast or lunch under a federal national school breakfast or lunch program when making enrollment decisions.)

7. **Student Health Services.** Describe the plan to ensure the health of students. Describe how the school will provide health services to all students, including the plan to hire a School Nurse and a description of his/her role in the school. The response must include how the school will promote student health and well-being. The response must also include who at the school will supervise the School Nurse and his/her role in ensuring compliance with health regulations.

8. **Insurance Coverage.** Provide, as **Attachment 18**, a list of the types of insurance coverage that the school will secure, including a description of the levels of coverage in accordance with 14 *Del. C.* § 512(10). Types of insurance should include, without limitation, workers' compensation, liability, property, indemnity, directors and officers, automobile, and other. The Applicant should contact the Insurance Coverage Office at (302) 739-3651 or 877-277-4185 for further information on liability protection for public schools in Delaware.

9. **Student Records.** Describe the plan for the timely transfer of student and school data and records to the Department of Education, pursuant to 14 *Del. C.* § 512(13). (**Note!** eSchool is the electronic system the State uses to enter and count students.)

Circle One Rating: **M- Meets the Standard** **DNM- Does Not Meet Standard**

Strengths:

Areas of Concern/Follow-up:

SECTION 1.9 Facilities 14 Del. C. § 512 (8) and (12)

QUESTION	CRITERIA
<p>1. Discuss the school’s facility needs based on the educational program and projected enrollment. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.</p> <p>2. If the applicants have identified a facility, state where the school will be located (including county location and any other location specifics) and, as Attachment 19, provide floor plans of the school that identifies each room and whether the building will be new construction or an existing building. Include a detailed description of the facility that includes the number of acres.</p> <p style="padding-left: 20px;">a. If the site has been identified, list the detailed terms and/or conditions for the use of the facility. If not, describe the plans to identify a suitable facility.</p> <p style="padding-left: 20px;">b. If a facility has not been identified, specify potential locations that are under consideration, and discuss the process and timeline for selecting, acquiring, renovating (if appropriate), and taking occupancy of a suitable facility.</p> <p style="padding-left: 20px;">c. Explain how the facility will meet the needs of students. Provide an assurance that it will be accessible to students with physical disabilities.</p> <p style="padding-left: 20px;">d. To the extent that the Applicant has discussed or established specific lease or purchase terms, include the proposed terms and any draft agreements. Ensure that all costs are included in the budget.</p>	<p>✓ Sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility that will meet the requirements of the educational program and anticipated student population.</p> <p>✓ Demonstrated experience in facilities acquisition and management, including managing build-out and/or renovations.</p>

Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard

Strengths:

Areas of Concern/Follow-up:

SECTION 1.10 Budget and Finance 14 Del. C. §§ 512 (8) and (9)

QUESTION	CRITERIA
<p>Note! There is no limit to the length of the Budget Narrative. Include it as a separate document.</p> <p>1. Revenue Estimates. Complete and submit the “New Charter School Estimated State and Local Fund Calculations” spreadsheets as Attachment 20. The revenue estimate spreadsheet and budget worksheets are available at the following link:</p> <p>Budget Projection Sheets Revenue Estimates</p> <p>(Note! Revenue estimate spreadsheets should be completed for each year of operation if anticipated enrollment changes from one year to the next. Please be sure to include copies of both the “Data Entry Page (local detail)” tab AND the “State Detail Page” tab.)</p> <p>2. Budget Sheets. Complete and submit the “Charter School Application - Budget Worksheets” as Attachment 17 (see link above). The Budget Sheets must include separate tabs for State & Local funds, and any other grant/foundation/donation funds. Applicants are not required to submit a Federal funds budget. Please note that the State and Local revenue figures on the Budget</p>	<ul style="list-style-type: none"> ✓ Complete, realistic, and viable start-up and five-year operating budgets. ✓ Sound contingency plan to meet financial needs if actual enrollment is 80% of targeted enrollment or if revenues are otherwise lower than budgeted. ✓ Detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable). ✓ Evidence that the school will have necessary financial, personnel and administrative support. ✓ Sound financial controls and other systems and processes to adhere to the accounting, auditing and reporting procedures and requirements that apply to public schools operating in Delaware, including a process for depositing funds into the school’s state account or otherwise ensuring that school funds are available for audit by the State Auditor’s Office. ✓ Demonstrates an understanding of Delaware education finance and an awareness of the state’s systems.

Sheets must match the figures calculated on the revenue estimates spreadsheet (Attachment 20). Applicants must submit two budgets with justification as to how the figures were derived:

- a. A budget based on the targeted enrollment; and
- b. A budget based on 80% of the targeted enrollment.

3. Budget Narrative (Provide as Attachment 21)

Provide a detailed Budget Narrative that clearly describes assumptions and revenue estimates, including but not limited to the basis for Per-Pupil Revenue projections, staffing levels, and costs.

All figures contained in the budget worksheets should be clearly identified and explained in the Budget Narrative. The Budget Narrative must provide details on how each number on the Budget Sheet was estimated. A separate Budget Narrative for the five-year contingency budget based on 80% of targeted enrollment is also required.

4. Business Plan (Provide as Attachment 22)

- a. **Expected Funding Sources.** Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of firm commitments, where applicable. Describe the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget.
- b. **Operations Overview.** Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits, pursuant to 14 *Del. C.* § 512(8) and (9). Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors. Provide details on how financial,

personnel, and administrative support will be provided to the charter school and how internal controls will be maintained.

- c. **Depositing Funds.** Describe the process by which funds will be deposited into the school's state account. If a state account is not used, describe where the funds will be deposited to ensure that all school funds are available for audit by the State Auditor's Office upon request.
- d. **Audits.** Describe the financial controls that the school will have in place, including the annual audit of the financial and administrative operations of the school. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Delaware in accordance with the [State Budget and Accounting Manual](#) and 29 *Del. C.* Ch. 69.
- e. **School closure, non-renewal, or dissolution.** Describe the plan and procedures that the school will follow in the event of the closure, non-renewal, or dissolution of the school. Also, the applicant is to put forth a reasonable plan to establish sufficient available balances pursuant to 14 *Del. C.* § 515(k) below.

§ 515. Oversight and revocation process.

(k) In the event that all state and local funds due to a charter school are paid timely as required by 14 *Del. C.* § 509, a charter school authorized to operate in the State must by December 31 of that fiscal year maintain an available balance sufficient to pay the minimum costs necessary to provide students with the minimum annual instructional hours required by the Department of Education during the remainder of that fiscal year as reasonably projected by the charter school. Such costs include, but are not limited to, all employee compensation required to attain the minimum annual instructional hours during the remainder of that fiscal year. Such costs also include

all fixed and variable non-payroll expenditures incurred through the final month of that school year. A school's failure to maintain sufficient available funds by December 31 of its third year of operation shall be deemed a material violation of its charter.

Circle One Rating: **M- Meets the Standard** **DNM- Does Not Meet Standard**

Strengths:

Areas of Concern/Follow-up:

SECTION 2.4 Charter Management Company and Highly Successful Charter School Operator Supplement
14 Del. C. §§ 512 (1), (6), (8), (9), (10) and (11)

Mission and Vision	
QUESTION	CRITERIA
Describe how this school’s mission aligns with the mission of the organization. Describe the vision of the organization. Discuss how this charter application advances the strategic vision of the network.	✓ <i>This section is not rated separately by the evaluators. It provides the evaluators with a reference for each of the other sections of the application which will be assessed, in part, for the quality of alignment with the organization or network’s Mission & Vision.</i>
Strengths:	
Areas of Concern/Follow-up:	

School Management Contracts	
QUESTION	CRITERIA
<p>If the proposed school intends to contract with a Charter Management Company, provide the following information.</p> <p>Also, provide the requested documentation as Attachment 23.</p> <ol style="list-style-type: none"> 1. An explanation of how and why the Charter Management Company was selected; 2. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the Charter Management Company; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of management contract oversight and enforcement; service goals; 	<ul style="list-style-type: none"> ✓ Thoughtful consideration and rationale for selecting the CMO, explaining why the CMO is a strong choice and good fit for the proposed school and community. ✓ Clearly defined terms (<i>summarized in a term sheet and detailed in a draft contract</i>), including: contract duration; roles and responsibilities of the school governing board, school staff, and CMO; specific services and resources to be provided by the CMO; performance evaluation measures and mechanisms; compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract. ✓ Will, capacity, and commitment of the school governing board to oversee the CMO effectively, including specifying how the board will monitor and

<p>investment disclosure; and conditions for renewal and termination of the contract.</p> <ol style="list-style-type: none"> 3. An explanation of the supervisory responsibilities of the Charter Management Company (if any), including which school employees the Charter Management Company will supervise, how the Charter Management Company will supervise these employees, and how the Board will oversee the Charter Management Company supervisory responsibilities. 4. A draft of the proposed management contract detailing all of the above terms. 5. A description of the oversight and evaluation methods that the Board will use to oversee the Charter Management Company. Identify which school-wide and student achievement results the management organization is responsible for achieving. Identify how often, and in what ways, the Board will review and evaluate the Charter Management Company's progress toward achieving agreed-upon goals. Indicate whether there will be an external evaluator to assess the Charter Management Company's performance. Identify the conditions, standards, and procedures for Board intervention if the management organization's performance is deemed unsatisfactory. 6. A description of the oversight and evaluation methods that the Board will use to oversee the Charter Management Company. Identify which school-wide and student achievement results the management organization is responsible for achieving. Identify how often, and in what ways, the Board will review and evaluate the Charter Management Company's progress toward achieving agreed-upon goals. Indicate whether there will be an external evaluator to assess the Charter Management Company's performance. Identify the conditions, standards, and procedures for Board intervention if the management organization's performance is deemed unsatisfactory. 7. A description of the procedures for determining whether the management agreement will be renewed. Identify the grounds upon which the Charter Management Company or the school can terminate 	<p>evaluate the CMO's performance, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.</p> <p>✓ Disclosure and compelling explanation of any existing or potential conflicts of interest between the school governing board and CMO or any affiliated business entities.</p>
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<p>the management agreement for cause (including provisions for notice to the other party). Identify the conditions under which either party can terminate the management agreement without cause. List any indemnification provisions in the event of default or breach by either party.</p> <p>8. A disclosure and explanation of any existing or potential conflicts of interest between the governing board and the proposed service provider or any affiliated business entities.</p> <p>9. Evidence that the service provider is authorized to do business in Delaware.</p> <p>10. If the charter school intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement of other financing relationships with the Charter Management Company, evidence that such agreements are separately documented and not part of or incorporated in the Charter Management Company agreement. Such agreements must be consistent with the school's authority to terminate the Charter Management Company agreement and continue operation of the school.</p>	
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Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard

Strengths:

Areas of Concern/Follow-up:

Network Management	
QUESTION	CRITERIA
<ol style="list-style-type: none"> 1. Identify the network organization’s leadership team and their specific roles and responsibilities. Explain the network-level positions that will provide services and support to the school. The organization chart requested in the application narrative should clearly illustrate these positions and how they relate to the proposed school. 2. Explain any shared or centralized support services the network organization will provide. Describe the structure; the services to be provided; the cost of those services; how costs will be allocated; and specific service goals. How will the organization know whether it is successfully delivering these services? 3. Complete a required table, defining school- and organization-level decision-making authority as it relates to key functions in the areas of academics, operations, and finances. 	<ul style="list-style-type: none"> ✓ Highly capable network leadership team with sensibly defined roles and responsibilities and demonstrated capacity to lead the short- and long-term success of the school(s) as part of the growing network. ✓ Sound plan and structure for any shared or centralized support services, including description of services, network staffing, costs (amount and allocation aligned with budget), and specific service goals. ✓ Clear, effective assignment of school- and organization-level decision-making responsibility for key functions such as curriculum, culture, staffing, etc. (<i>using table provided</i>).
<p>Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard</p>	
<p>Strengths:</p>	
<p>Areas of Concern/Follow-up:</p>	

Highly Successful Charter School Operator Capacity	
QUESTION	✓ CRITERIA
<p>Note! Pursuant to 14 DE Admin. Code 275, DDOE defines a “Highly Successful Charter School Operator “as a charter school with sustained high levels of student achievement and sustained financial stewardship.”</p> <p>A highly successful charter school is one which has been in operation for at least three years and which, during the three years prior to filing a charter application in Delaware, has a combined student performance which exceeds the statewide average student performance in the state in which the highly successful charter school is located based upon that state’s performance score or measure on its statewide assessment for purposes of the Elementary and Secondary Education Act (ESEA) or any reauthorization thereof.</p> <p>In addition, during the same three year period, the school must have had no adverse financial findings and has successfully completed any required financial audits in the state in which it is located, and be able to demonstrate that it will be economically viable.</p> <p>Provide the following information about the organization’s capacity to carry out the proposed school replication with quality and integrity:</p> <p>1. Describe the organization’s current and planned portfolio, including:</p> <ul style="list-style-type: none"> • The number and locations (city, state) of charter schools currently managed by the organization, including any opening in Fall 2014 or planned to open in Fall 2015 or 2016; • Whether the organization envisions applying for additional schools in Delaware in the future (<i>Your response to this question implies no commitment; the question is simply intended to understand your present vision and the broader context for this application.</i>); and 	<ul style="list-style-type: none"> ✓ Well-defined, thoughtful strategic vision and growth plan for developing new schools in Delaware and other cities and/or states, if applicable. ✓ <i>(If the organization’s portfolio or growth plan includes other cities and/or states)</i> Meaningful focus on Delaware and commitment of organizational resources to support quality school replication as proposed. ✓ Demonstrated capacity to execute the school replication plan successfully and to support and ensure the quality and long-term success of the proposed school. ✓ Complete, realistic, and viable operating budget the network as a whole, aligned with the educational and organizational plans and conducive to quality school replication. ✓ Detailed Budget Narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated and the degree to which the network and school budgets rely on fundraising, and including evidence of firm commitments where applicable). ✓ Sound, realistic development plan, including staffing needs, for reaching five-year fundraising goals. ✓ Sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

- Any other jurisdictions or markets, in Delaware or other states, in which you are currently operating, developing, planning, or planning to apply for a charter school.

If the organization's existing portfolio or growth plan includes schools in other states, explain how Delaware fits into the larger growth plan and how the organization will support and ensure quality in the proposed school. If you have a business plan, provide as **Attachment 24**.

2. Summarize the organization's capacity to support and ensure the quality and long-term success of the new school proposed. Outline specific tasks and timelines for building or deploying organizational capacity to support the proposed school.
3. Provide, as **Attachment 25**, a detailed 5-year budget for the operator at the **network level** (no template is provided). The network-level budget should include revenue and expenditure projections that reflect current campuses and proposed growth and development needs over time. The budget should also align with the operator's historical performance and the completed budget sheets provided in Attachment 18.
4. Include, as **Attachment 26**, a detailed Budget Narrative that provides a high-level summary of the budget and how the budget reflects the mission, vision, educational plan, and strategic development of the schools and network as a whole. The Budget Narrative should clearly describe assumptions and revenue estimates, including but not limited to, the basis for revenue projections, staffing levels and costs. Provide supplemental assumptions and/or explanations for budget line items as necessary. (Assumptions that are clearly detailed in the network-level budget need not be repeated in the narrative.) The Budget Narrative should specifically address the degree to which the network and school budgets rely on variable income (e.g., grants, donations, fundraising).

<p>5. Describe how the organization will reach its fundraising goals over the next five years. Provide a development plan, including staffing needs. Describe the contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget.</p>	
<p>Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard</p>	
<p>Strengths:</p>	
<p>Areas of Concern/Follow-up:</p>	

Portfolio Review and Performance Record	
QUESTION	CRITERIA
<p>The Delaware Department of Education will base approval decisions, in substantial part, on the organization’s past performance. Provide the following information about schools operated by the organization. <i>The In the case of an applicant proposing to contract with a service provider, applicants should provide requested information for both entities if applicable.</i></p> <p>1. Using the Portfolio Summary Template provided by the DDOE, provide, as Attachment 27, a detailed summary of all of the schools in the operator's portfolio, including the following:</p> <ul style="list-style-type: none"> • Year opened; • City/location and school contact information; • Number of students and grade levels served in the most recent year and at capacity; • Demographic and socioeconomic data – particularly free/reduced-price lunch status, race/ethnicity, special education, and English Language Learner data; and 	<ul style="list-style-type: none"> ✓ Descriptive, demographic, and contact information for all schools in the organization’s portfolio, as required by the Portfolio Summary Template. ✓ Strong academic, financial, and organizational performance for schools in the organization’s portfolio, particularly for those schools using similar models and serving similar student populations to the proposed school(s). <i>(Based on due diligence)</i> ✓ Thoughtful discussion of a high-performing school in the network, including the evidence basis for judging the school as high-performing; causes for success; challenges overcome; and how the school’s effective practices have been implemented elsewhere in the network. ✓ Thoughtful discussion of a less-than-satisfactory school in the network, including the evidence basis for judging the school unsatisfactory; causes of problems; and specific strategies and expectations (performance levels and timeframe) for improvement.

<ul style="list-style-type: none"> • Contact information for the authorizer. <p>2. Select one or more of the consistently high-performing schools that the organization operates and discuss the school’s performance.</p> <ul style="list-style-type: none"> • Be specific about the results on which you base your judgment that the school is high- performing. Include student achievement status, growth, absolute, and comparative academic results, as available. • Discuss the primary causes to which you attribute the school’s distinctive performance. • Discuss any notable challenges that the school has overcome in achieving its results. • Identify any ways in which the school’s success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network. <p>3. Select one or more of the organization’s schools whose performance is relatively low or not satisfactory and discuss the school’s performance.</p> <ul style="list-style-type: none"> • Be specific about the results on which you base your judgment that performance is unsatisfactory. Include student status, growth, absolute, and comparative academic results, as available. • Describe the primary causes to which you attribute the school’s problems. • Explain the specific strategies that you are employing to improve performance. • Explain how you will know when performance is satisfactory. Identify your expectations for satisfactory performance in terms of performance levels and timing. <p>4. <i>For any and all schools operating in the state of Delaware provide, as Attachment 28, the most recent performance/evaluation/renewal reports produced by any authorizer(s) other than the DDOE (or by a third-party evaluator, if applicable).</i></p>	<ul style="list-style-type: none"> ✓ Strong academic, organizational, and financial performance of network schools operating in Delaware, documented by the most recent performance/evaluation/renewal reports produced by the authorizer (or other evaluator, if applicable). ✓ Strong and transparent financial performance of network schools operating in Delaware, as well as for the network organization and any related business entities, demonstrated by a) the last three years of audited financial statements and management letters, and b) the most recent internal financial statements. (The school level, network/CMO level, and overall operations should be distinctly represented.) ✓ Satisfactory performance record and demonstrated capacity to learn from past challenges/mistakes, demonstrated by the following: a) Record of any charter management contract terminations or non-renewals; charter terminations, non-renewals, shortened or conditional renewals, withdrawals or non-openings; performance deficiencies or violations that have led to formal authorizer intervention (past three years); or current or past litigation involving the organization or any of its schools; and b) Thoughtful, well-reasoned, and evidence-based discussion of any such experiences by the organization.
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5. For any and all schools operating in the state of Delaware, provide the following as **Attachment 29**:

- the last three years of audited financial statements for the school; and
- the most recent internal financial statements, including balance sheets and income statements (at least through the end of June 2014) for the organization and any related business entities. Be sure that the school level, Charter Management Company/network level, and the overall operations are distinctly represented.

6. For the organization as a whole and any related business entities, provide the following as **Attachment 30**:

- Last three years of audited financial statements and management letters; and
- Most recent internal financial statements, including balance sheets and income statements (at least through the end of June 2013). Be sure that the Charter Management Company/network-level and the overall operations are distinctly represented.

7. List any management contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for “material breach.”

8. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain what caused these actions.

9. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years and how such deficiencies or violations were resolved.

<p>10. Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. Provide the following as Attachment 31:</p> <ul style="list-style-type: none">• Demand• Response to the demand, and• Results of the arbitration or litigation.	
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<p>Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard</p>
<p>Strengths:</p>
<p>Areas of Concern/Follow-up:</p>