

Proposed School:  
Application Submitted by:

Reviewer:  
Date:



**SC Public Charter School District  
Application Evaluation Packet for New Charter Schools (\*)**

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

Each section presents key characteristics of an "excellent" response. In general, the following definitions should guide your ratings.

- **Unacceptable:** The response fails entirely to address selection criteria and/or responses demonstrate lack of preparation and applicant's inability to start a successful charter school.
- **Poor:** The response addresses some of the selection criteria, but lacks adequate detail and/or responses raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully.
- **Good:** The response indicates solid preparation and grasp of key issues. It contains many of the characteristics of an excellent response although additional support or information may be needed in places.
- **Excellent:** The response demonstrates a thorough understanding of key issues and the ability to start a charter school successfully. It addresses the topic with clear, specific and accurate information that reflects thorough preparation.

Questions are phrased broadly to allow the evaluator appropriate latitude to make all relevant observations.

Reviewer's Name \_\_\_\_\_ (print)

Reviewer's Signature \_\_\_\_\_ Date \_\_\_\_\_

**(\*) applicants for a virtual school fill in Sections Q and R. Applicants for a school that is using a management company, fill in sections T.**

**A. Mission Statement**

An excellent mission statement will have the following characteristics:

- clear, focused and compelling
- likely to improve education outcomes
- expressing clear guiding purposes
- identifying priorities that are meaningful, manageable, measurable, and consistent with the mission of the SC Public Charter School District

<b>Unacceptable</b>	<b>Poor</b>	<b>Good</b>	<b>Excellent</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Mission Statement:</b>	<b>Reference</b>
<b>Strengths</b>	
<b>Concerns and Additional Questions</b>	<b>Reference</b>

**B. Educational Program, Goals, Objectives, Pupil Achievement Standards and Curriculum**

An excellent plan for Educational Programs, Goals, Objectives and Pupil Achievement Standards will have the following characteristics:

- alignment between the school’s mission and its goals, objectives and standards
- goals that are clear, specific, measurable, ambitious and attainable
- objectives that follow clearly from the goals
- performance standards aligned with the goals and with state and federal requirements

An excellent proposal will demonstrate the following qualities related to the Educational Program:

- The curriculum framework is clearly presented, aligned with the school’s mission, and provides an appropriate level of detail for the objectives, content, and skills for each subject and for all grades the school will serve.
- The curriculum is supported by research, by applicant experience, and/or by sound reasoning behind its selection.
- A clear outline of how the school will monitor the implementation of the curriculum. The plan identifies a timeline, a lead contact, and specific action steps.
- A clear outline of how the school will use information from the curriculum monitoring process to facilitate professional development and continuous improvement in the education program. The plan identifies a timeline, a lead contact, and specific action steps.
- The school day and school calendar are structured in ways that align with the educational program.
- A convincing plan for ongoing curriculum development (e.g., revision of standards and benchmarks, improvement of curriculum alignment, and assessment development) is included.
- A plan for the development, mentorship, retention, and regular evaluation of staff that is manageable and is clearly linked to the school’s mission and educational program, including a timeline, a lead contact, and specific action steps.
- Evidence that school staff will be held to high professional standards.
- With schools using an EMO, provide evidence that the EMO has student and school successes.

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<b>Unacceptable</b>	<b>Poor</b>	<b>Good</b>	<b>Excellent</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Goals, Objectives and Pupil Performance Standards: Strengths</b>	<b>Reference</b>

<b>Concerns and Additional Questions</b>	<b>Reference</b>

**C. Serving Students with Special Needs**

An excellent application will have the following characteristics regarding the plan for Serving Students with Special Needs:

- realistic plan to identify and meet the learning needs of at-risk students, students with disabilities, gifted/talented students, and English language learners
- timeline, lead contact, and intervention process with specific action steps for meeting learning needs of students with special needs
- plans for serving special populations align with the overall curriculum, instructional approaches, and the school mission

<b>Unacceptable</b>	<b>Poor</b>	<b>Good</b>	<b>Excellent</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Serving Students with Special Needs: Strengths</b>	<b>Reference</b>

<b>Concerns and Additional Questions</b>	<b>Reference</b>

**D. Student Assessment**

An excellent Pupil Performance Evaluation plan will include the following characteristics:

- alignment with the school’s mission and clearly defined educational objectives
- evaluation that is sufficiently frequent and detailed to determine whether students are making adequate progress
- clear description of the expected range of assessment tools including, but not limited to, state-mandated assessments
- strategies to monitor all students at the school and to take appropriate corrective action, including a timeline, a lead contact, and specific action steps
- clear procedures for taking corrective action in the event that pupil performance falls short of the goals
- plan for administering statewide assessments
- plan for sharing CSAP results with each student’s parent or legal guardian

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<b>Unacceptable</b>	<b>Poor</b>	<b>Good</b>	<b>Excellent</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b><u>Pupil Performance:</u> Strengths</b>	<b>Reference</b>
<b>Concerns and Additional Questions</b>	<b>Reference</b>

**E. Administrative and Teaching Staff**

An excellent application will address the following regarding the Employment plan:

- explanation of the relationship that will exist between the charter school and its employees
- employment policies of the school OR clear plan for timely development of such policies

<b>Unacceptable</b>	<b>Poor</b>	<b>Good</b>	<b>Excellent</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b><u>Employment Relationship:</u> Strengths</b>	<b>Reference</b>
<b>Concerns and Additional Questions</b>	<b>Reference</b>

**F. Employee Relations**

The application must explain the relationship that will exist between the charter school and its employees, including evaluation procedures.

- Does the application include a description of the process that will be used to advertise for, select, and employ instructional staff and other employees?
- Does the application outline the procedure for the evaluation of teachers of the charter school? Has the school selected to comply fully with ADEPT or another method of evaluating?
- Does the charter school, with agreement from the sponsor, adopt the procedures for employment and dismissal of teachers?

<b>Unacceptable</b>	<b>Poor</b>	<b>Good</b>	<b>Excellent</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b><u>Employee Relations:</u> Strengths</b>	<b>Reference</b>

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Concerns and Additional Questions	Reference

**G. Budget and Accounting System**

An excellent proposal will present a Financial Plan with the following characteristics:

- budget assumptions and financial planning based on realistic revenue and expenditure projections for the term of the contract including based on minimum enrollment needed for solvency as well as at 100% enrollment
- spending priorities that align with the school’s mission, curriculum, and plans for management, professional development, and growth
- 3% reserve as required by law
- budget format as prescribed by the SCPCSD Board
- realistic cash flow projection for the first year of operation including a plan for funding cash flow shortfalls
- sound financial management systems
- plan for making required school and employee contributions to the SC Retirement Plan
- adequate and reasonable plan to manage start-up costs
- description of how the school will conduct an annual audit of the financial and administrative operations
- an excellent application will provide adequate assurance that the school will meet applicable insurance requirements

Unacceptable	Poor	Good	Excellent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b><u>Financial Plan:</u></b> <b>Strengths</b>	Reference

Concerns and Additional Questions	Reference

**H. Insurance**

An excellent application will provide adequate assurance that the school will meet applicable insurance requirements.

Unacceptable	Poor	Good	Excellent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b><u>Insurance:</u></b> <b>Strengths</b>	Reference

School Name:

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Concerns and Additional Questions	Reference

**I. Transportation**

An excellent Transportation plan will have the following characteristics:

- statement regarding whether the school plans to provide transportation for its pupils and, if so,
- clear description of how the school plans to meet the transportation needs of its pupils
- viable plan specifically addressing transportation needs of low-income and academically low-achieving students

Unacceptable	Poor	Good	Excellent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b><u>Transportation:</u></b> <b>Strengths</b>	Reference

Concerns and Additional Questions	Reference

**J. Facilities and Equipment**

An excellent Facility plan will have the following characteristics:

If a facility has been identified --

- designation of the proposed facility
- evidence that the facility will be appropriate for the educational program of the school and adequate for the projected student enrollment
- adequate reflection of the costs associated with the proposed facility in the budget, including rent, utilities, and maintenance
- assurance that the proposed facility will be in compliance with applicable building codes, health and safety laws, and with the requirements of the Americans with Disabilities Act (ADA)
- a sound plan to identify needed renovations as well as the funds and a timeline for the completion of those renovations

If a facility has not yet been identified –

- description of anticipated facilities needs including evidence that the facility will be appropriate for the educational program of the school and adequate for the projected student enrollment
- inclusion of costs associated with the anticipated facilities needs in the budget, including rent, utilities, and maintenance
- evidence to indicate that facilities-related budget assumptions are realistic based on anticipated location, size, etc.
- assurance that the proposed location will be in compliance with applicable building codes, health and safety laws, and with the requirements of the Americans with Disabilities Act (ADA)
- plan for finding a location, including a proposed schedule for doing so

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<b>Unacceptable</b>	<b>Poor</b>	<b>Good</b>	<b>Excellent</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Facility: Strengths</b>	<b>Reference</b>

<b>Concerns and Additional Questions</b>	<b>Reference</b>

**K. Governance and Operation**

An excellent application will demonstrate the following characteristics related to the Governance and Management plan:

- proposed board members will contribute the wide range of experience and expertise that will be needed to oversee a successful charter school such as education, management, financial planning, law, and community outreach
- clear description of selection and removal procedures, term limits, meeting schedules, and powers and duties of board members
- clear distinction between the roles and responsibilities of the board members and school administrators
- plan for meaningful involvement of parents and community members in the governance of the school
- organizational plan that clearly outlines roles and responsibilities for implementing the school program successfully
- sufficient time, money and personnel allocated for planning and start-up prior to the school's opening

<b>Unacceptable</b>	<b>Poor</b>	<b>Good</b>	<b>Excellent</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b><u>Governance and Operation:</u> Strengths</b>	<b>Reference</b>

<b>Concerns and Additional Questions</b>	<b>Reference</b>

**L. Support for Formation of a Charter School**

Evidence of support means:

- evidence of strong support from an adequate number of parents, teachers, pupils or any combination thereof
- evidence of sufficient interest in the school to fill the proposed number of student openings

<b>Unacceptable</b>	<b>Poor</b>	<b>Good</b>	<b>Excellent</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Evidence of Support: Strengths</b>	<b>Reference</b>

<b>Concerns and Additional Questions</b>	<b>Reference</b>

**M. Admissions Policy and Procedure**

An excellent Enrollment Policy will have the following characteristics:

- clear description of the enrollment policy
- explanation of criteria for enrollment decisions
- clear procedures for withdrawals and transfers from the school that will support an orderly transition for exiting students or a clear plan for developing such procedures

<b>Unacceptable</b>	<b>Poor</b>	<b>Good</b>	<b>Excellent</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Enrollment Policy: Strengths</b>	<b>Reference</b>

<b>Concerns and Additional Questions</b>	<b>Reference</b>

**N. Community Outreach & Involvement**

A sound outreach and involvement plan will have the following characteristics:

- a sound outreach plan to inform parents and members of the community about the operations of the school, including providing information about the school to students of all races, languages, and abilities, a timeline for implementation, a lead contact, and specific action steps
- specific strategies to reach at-risk students and families who might not be aware of this school
- evidence that the proposed school is welcomed by the larger community, has formed partnerships with community organizations, and is viewed as an attractive educational alternative that reflects the community's needs and interests

<b>Unacceptable</b>	<b>Poor</b>	<b>Good</b>	<b>Excellent</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Community Outreach &amp; Involvement: Strengths</b>	<b>Reference</b>

<b>Concerns and Additional Questions</b>	<b>Reference</b>

**O. Racial Composition**

The application must describe how the charter school intends to ensure that the enrollment of the school is similar to the racial composition of the school district or to the targeted student population the charter school progress to serve and must also provide assurance that the school complies with any school district desegregation plan or order in effect.

- Does the application demonstrate timely, fair, and realistic policies and procedures for recruiting, registering, and admitting students that reflect the racial composition of the school district or targeted school population?

<b>Unacceptable</b>	<b>Poor</b>	<b>Good</b>	<b>Excellent</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Racial Composition: Strengths</b>	<b>Reference</b>

<b>Concerns and Additional Questions</b>	<b>Reference</b>

**P. Student Conduct, Rights, and Responsibilities**

An excellent application will include:

- policies for addressing expulsion, suspension and education of expelled or suspended students that provide adequately for the safety of students and staff; provide due process for students; serve the best interests of the school’s students; create a positive environment for learning; and are otherwise consistent with the intents and purposes of sections 22-33-106 and 22-33-203, C.R.S.

OR

- a clear plan for developing such policies including a schedule for doing so

<b>Unacceptable</b>	<b>Poor</b>	<b>Good</b>	<b>Excellent</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Discipline Policies: Strengths</b>	<b>Reference</b>

<b>Concerns and Additional Questions</b>	<b>Reference</b>

**Cyber Charter School Supplement (\*)**

**Q. Virtual Charter School Compliance and Quality**

If the governing body of a charter school offers as part of its curriculum a program of online or computer instruction, this information shall be included in the application and the governing body shall be required to:

- Provide each student enrolled in the program with a course or courses outline or computer instruction approved by State Department of Education that must meet or exceed the SC content and grade specific standards. Students enrolled in the program of online or computer instruction must receive all instructional materials required for the student’s program
- Ensure that a parent or legal guardian of each student verifies the number of hours of educational activities completed by the student each school year.
- Adopt a plan by which it will provide:
  - frequent, ongoing monitoring to ensure and verify that each student is participating in the program, including proctored assessment(s) per semester in core subjects graded or evaluated by the teacher, and at least bi-weekly parent-teacher conferences in person or by telephone;
  - regular instructional opportunities in real time that are directly related to the school’s curricular objectives, including, but not limited to, meetings with teachers and educational field trips and outings;
  - verification of ongoing student attendance in the program;
  - verification of ongoing student progress and performance in each course as documented by ongoing assessments and examples of student coursework
- Administer to all students in a proctored setting all applicable assessments as required by the SC Education Accountability Act.
- Nothing in this section shall prohibit a charter school that provides a program of online or computer instruction from reimbursing families of enrolled students for costs associated with their Internet connection for use in the program.
- A charter school shall provide no more than seventy-five percent of a student’s core academic instruction in kindergarten through twelfth grade via an online or computer instruction program.
- A minimum of twenty-five percent of the student’s core academic instruction may be met through the regular instructional opportunities.

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- Charter school students may enroll in the SC Virtual School Program pursuant to program requirements.
- SC Regulation provides the following guidance as activities that meet the requirement for “regular instructional opportunities in real-time that are directly related to the schools curricular objectives”. These activities should be listed per core academic area in the course description.
  - Web conferencing-software that creates interactive meeting environment via the web where teachers and students can communicate
  - Audio conferencing using Voice over IP (VoIP) which works very similarly to a traditional conference call using analog telephones
  - Educational Field Trips and Outings
  - Face-to-face group meeting
  - Student Clubs (Math, Language, Science, Eco, Honors, etc.) related to core academic areas

<b>Unacceptable</b>	<b>Poor</b>	<b>Good</b>	<b>Excellent</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Virtual Compliance and Quality: Strengths</b>	<b>Reference</b>

<b>Concerns and Additional Questions</b>	<b>Reference</b>

**R. Virtual Facilities/Technology Portal**

The application should include:

- designation of the proposed facility/portal
- evidence that facility/portal will be appropriate for the educational program of the school and adequate for the projected student enrollment
- adequate reflection of the costs associated with the proposed facility in the budget, including rent, utilities, and maintenance
- assurance that the proposed facility will be in compliance with applicable building codes, health and safety laws, and with the requirements of the Americans with Disabilities Act (ADA)
- a sound plan to identify needed renovations as well as the funds and a timeline for the completion of those renovations
- a complete description of the portal provider with references

<b>Unacceptable</b>	<b>Poor</b>	<b>Good</b>	<b>Excellent</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Virtual Facilities/Technology Portal: Strengths</b>	<b>Reference</b>

<b>Concerns and Additional Questions</b>	<b>Reference</b>

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### **3<sup>rd</sup> Party Provider School Management Supplement (\*)**

**S. Management Services Compliance and Quality**

(For Educational Management Organizations – EMOs, for profit)

(For Charter Management Organizations – CMOs not for profit)

An excellent application that proposes the use of a management organization to run a school in South Carolina:

- clearly describes the school leader as an employee, solely, of the Board of Trustees
- clearly allows the local board full operational control over the school budget
- clearly defines all fees paid to the management company (not including “pass through” funding)
- provide a list of all other current and previous schools that are managed (include contact info)

<b>Unacceptable</b>	<b>Poor</b>	<b>Good</b>	<b>Excellent</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Management Services Component: Strengths</b>	<b>Reference</b>

<b>Concerns and Additional Questions</b>	<b>Reference</b>

### **OVERALL ASSESSMENT**

Would you recommend approval of this application? Explain your recommendation in the Summary Comments section, below.

<b>Absolutely Not</b>	<b>Not without additional information</b>	<b>Yes, with conditions</b>	<b>Yes, unconditionally</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b><u>SUMMARY COMMENTS (attach not more than two sheets)</u></b>
<b>Educationally,</b> [SUMMARY COMMENTS ON EDUCATION PLAN]
<b>Organizationally,</b> [SUMMARY COMMENTS ON ORGANIZATIONAL PLAN]
<b>Financially,</b> [SUMMARY COMMENTS ON FINANCIAL PLAN]
<b>Overall,</b> [EXPLAIN RATIONALE FOR FINAL RECOMMENDATION]

School Name:

Reviewer: