



## DOPR Internet- or Computer-Based Community School Application Rubric 2023-2024

Name of Proposed School(s):

Reviewer Name(s):

### Instructions for Review Team

This template guides reviewers through the quality review of the new community school applications consistent with ORC 3314, St. Aloysius Call for New Community Schools and the sponsor evaluation system.

**Follow the steps below to complete your assigned section(s) of the application rubric:**

<b>Notes:</b>	<ul style="list-style-type: none"> <li>• The language used in the rubric is the same language used in the application. This allows reviewers to see exactly what was requested.</li> <li>• The scores for each section will carry over to the score page (last worksheet). The score page cannot be edited. Please check that your scores carried over correctly. If there are any errors, please notify the Legal Department.</li> </ul>
1.	Complete the top of this page with school name and your first and last name. If this is the Lead Rubric, enter the names of the leads for each section.
2.	<p>Review your assigned section(s) of the application. Complete the corresponding rubric section(s). Scoring criteria is provided for each question.</p> <ul style="list-style-type: none"> <li>• <i>If any section receives a score of Partially Meets or Does Not Meet, comments and/or questions (in full sentences) must be entered.</i></li> <li>• <i>Some questions do not require a score, but please enter any questions, concerns or strengths you see.</i></li> </ul>

3.	Lead reviewers for each section, schedule a team meeting to calibrate each section for your team, making notes and comments to provide to the Legal Department.
4.	During the team meeting reviewers discuss and come to a consensus score. Team Lead enters these scores on the Lead Rubric.

## Location of Schools

<b>Location of School(s)</b>	<i>Reviewer: Please note any information about the location(s) listed for the potential school(s).</i>	
	<b>Strengths Noted</b>	
	<b>Challenges Noted and Questions to ask during interview</b>	
	<b>Assessment of supplemental information and interview</b> <small>(This box is only for Interviewers)</small>	

## Additional Locations/Annexes

<b>Additional Locations/ Annexes</b>	<i>Reviewer: If the applicant stated that they plan to open any additional locations/annexes, please note the details below.</i>	
	<b>Strengths Noted</b>	
	<b>Challenges Noted and Questions to ask during interview</b>	
	<b>Assessment of supplemental information and interview</b> <small>(This box is only for Interviewers)</small>	

## DEVELOPMENT TEAM

<p><i>This section focuses on the development team for the proposed school. The development team plays a critical role in ensuring that there is a wide range of support and expertise to get the school started. This section will be scored on the following criteria (based on the resumes uploaded):</i></p> <p><b>1.) team consists of several individuals with diverse skills;</b></p> <p><b>2.) provided evidence showing the team members have expertise in at least three (3) of the following areas: business, education, finance, technology and governance.</b></p>					
<b>Development Team Skills/Expertise</b>	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 6 Points</b>	<b>Meets 12 Points</b>	<b>Score</b>	<b>Post-Interview Score</b>
	<ul style="list-style-type: none"> <li>Little or no evidence of Development Team having skills listed above</li> <li>Little or no evidence of expertise in any of the areas listed above, OR</li> <li>Resumes were not provided.</li> </ul>	<ul style="list-style-type: none"> <li>Development Team consists of some individuals with little to no diverse skills</li> <li>Provided evidence of expertise in one or two of the areas listed above</li> </ul>	<ul style="list-style-type: none"> <li>Development Team consists of several individuals with diverse skills</li> <li>Provided evidence of expertise in at least three areas listed above</li> </ul>		
	Strengths Noted				
	Challenges Noted and Questions to ask during interview				
	Assessment of supplemental information and interview <small>(This box is only for Interviewers)</small>				
	<p><i>If any member of the development team plans to continue to be involved with the school or the governing authority after opening, described the role. If no members intend on transitioning to the school or governing authority, please enter "N/A".</i></p> <p><i>Reviewer: This question is not scored. Please enter the information provided by the applicant.</i></p>				
	Response from the Application				
	Strengths Noted				

Development

<b>Development Team Transition Plan</b>	<b>Challenges Noted and Questions to ask during interview</b>	
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)	

<b>DEVELOPMENT TEAM SCORE</b> Add up the points awarded in each question above and enter the total.	<b>TOTAL POINTS AWARDED:</b>	
<b>POST-INTERVIEW FINAL SCORE</b>	<b>FINAL SCORE:</b>	

## GOVERNANCE

<b>Provided the names and email addresses for each governing authority member. Uploaded a resume for each governing authority member as Attachment 2.</b>					
<b>Governing Authority Members</b>	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 3 Points</b>	<b>Meets 6 Points</b>	<b>Score</b>	<b>Post-Interview Score</b>
	• No information was provided for board members.	• Partial information was provided for 5 board members, OR • All information was provided for less than 5 board members.	• Information for 5 board members was provided.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> <small>(This box is only for Interviewers)</small>				

<b>Described the governing authority structure (including how/when meetings are held, committees, terms, etc.), recruitment and future development plans. The plan should include that all members will work or reside within 50 miles of the school.</b>					
<b>Governing Authority Structure</b>	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 3 Points</b>	<b>Meets 6 Points</b>	<b>Score</b>	<b>Post-Interview Score</b>
	• Little or no information was provided.	• Some of the listed information was provided.	• All of the listed information was provided.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				

	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)	
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<b>Governing Authority Legal Counsel</b>	<p><i>Under Ohio Revised Code Section 3314.036, the governing authority must employ legal counsel who is independent from the school's sponsor or the operator.</i></p> <p><i>Provided the name and contact information for the governing authority Legal Counsel.</i></p> <p><i>Reviewer: This section is not scored. Please list the name of the legal counsel and any comments you have.</i></p>	
	<b>Legal Counsel Name and Relevant</b>	
	<b>Strengths Noted</b>	
	<b>Challenges Noted and Questions to ask during interview</b>	
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)	

<b>GOVERNANCE SECTION SCORE</b> <b>Add up the points awarded in each question above and enter the total.</b>	<b>TOTAL POINTS AWARDED:</b>	
<b>POST-INTERVIEW FINAL SCORE</b>	<b>FINAL SCORE:</b>	

## MANAGEMENT

*Reviewer: Please refer to the application and note the name of the Management Company here:*

<b>Management Organization and Responsibilities</b>	<p><i>Provide the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Provided a higher-level description of the management company's role with the school(s).</i></li> <li>• <i>Uploaded a copy of the management agreement as Attachment 3. If the agreement has not been finalized, upload a copy of the management agreement template.</i></li> </ul>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 3 Points</b>	<b>Meets 6 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	<ul style="list-style-type: none"> <li>• A description of the management company's role was not provided, AND/OR</li> <li>• The management company agreement or template was not provided.</li> </ul>	<ul style="list-style-type: none"> <li>• The description of the management company's role was vague or incomplete, AND/OR</li> <li>• The management agreement or template was not provided.</li> </ul>	<ul style="list-style-type: none"> <li>• A high-level description of the management company's role with the school was provided, AND</li> <li>• A copy of the management agreement or template was provided.</li> </ul>		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> <small>(This box is only for Interviewers)</small>				

	<p><i>Provide the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Described the organizational structure of the management organization including specific individuals who will be responsible for the day-to-day operation and success of the proposed school.</i></li> <li>• <i>Uploaded the EMO or CMO organizational chart with a description of each person's responsibilities as Attachment 4.</i></li> </ul>
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Organizational Structure	Does Not Meet 0 Points	Partially Meets 2 Points	Meets 5 Points	Score	Post Interview Final Score
	• Neither of the above items were provided.	• One or both of the items above were provided, but some of the requested information was missing.	• Both items were provided with all requested information.		
	Strengths Noted				
	Challenges Noted and Questions to ask during interview				
	Assessment of supplemental information and interview (This box is only for Interviewers)				

Business and Growth Plan	<i>Provide the following:</i> <ul style="list-style-type: none"> <li>• A formal statement of business goals, reasons they are attainable and plans for reaching them which contains information on the academic, financial and operational position of your organization over multiple years.</li> <li>• Included how many schools the organization plans to open over the next five (5) years.</li> </ul>				
	Does Not Meet 0 Points	Partially Meets 2 Points	Meets 5 Points	Score	Post Interview Final Score
	• Neither of the items above were provided.	• Some of the information was provided, OR • The plan failed to demonstrate the organization's capacity to achieve stated goals.	• Both items above were provided, AND • The plan demonstrates the capacity of the organization to achieve the stated goals.		
	Strengths Noted				
	Challenges Noted and Questions to ask during interview				

	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)				
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<b>Recent Audits</b>	<i>As part of the application, the most recent audits for schools currently operated by the replicator will be reviewed. If the AOS has identified findings for recovery, provided details describing how the findings have been resolved. If there have not been any findings for recovery, please note that in the text box.</i>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 5 Points</b>	<b>Meets 10 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• Audits show findings for recovery that have not been resolved.	• Audits show findings for recovery but they have been fully resolved.	• Audits do not show any findings for recovery.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)				

	<i>Uploaded the last three (3) months of board approved financials and supporting board meeting minutes showing approval for all schools currently operated by the replicator, and not sponsored by St. Aloysius, as Attachment 5. If necessary, provided a brief explanation.</i>				
	<i>Reviewer: Pull and review financials and minutes for schools sponsored by St. Aloysius and review along with uploaded documents.</i>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 5 Points</b>	<b>Meets 10 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>

<b>Board-Approved Financials</b>	• Did not provide the requested information.	• Provided most of the requested financials and supporting board minutes.	• Provided all requested financials and supporting meeting minutes.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)				

<b>Other Business/ Financial</b>	<i>Has any member of the development team, governing authority, management company or treasurer/fiscal officer been involved with an entity that was involved in a bankruptcy, closed for financial reasons or has been designated as unauditible by the AOS?</i>				
	<i>If yes, please listed the entity involved, the individual's relationship to the entity and a brief description of the situation.</i>				
	<b>Information from the application</b>				
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)					

<b>MANAGEMENT SECTION SCORE</b> Add up the points awarded in each question above and enter the total.	<b>TOTAL POINTS AWARDED:</b>	
<b>POST-INTERVIEW FINAL SCORE</b>	<b>FINAL SCORE:</b>	

## RECORD OF SUCCESS

<b>Record of Success - Academics</b>	<p><i>Uploaded a list of each school ever affiliated with the management organization, or its individuals, or superintendent (for self-managed schools) as Attachment 6 that includes the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Names of school(s),</i></li> <li>• <i>If the school is operating or closed. If closed, why is it closed.</i></li> <li>• <i>Dates of affiliation with school(s),</i></li> <li>• <i>Number of students served by year,</i></li> <li>• <i>For Traditional Schools, the Overall Grade, Progress Grade and Performance Index Score for the years affiliated with the school(s). If any of the schools are located outside of Ohio, provide similar or equivalent performance measures for that state,</i></li> <li>• <i>For DOPR Schools, the Overall Grade, High School Test Passage Rate, Progress Grade, Gap Closing and Graduation Rates, AND</i></li> <li>• <i>A summary for each school describing challenges encountered and/or successes achieved in the schools' academic performance.</i></li> </ul> <p><i>If any of the information above is not available, uploaded a narrative that provides supplemental information.</i></p>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 7 Points</b>	<b>Meets 15 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	<ul style="list-style-type: none"> <li>• Did not provide a list of schools with any of the information requested.</li> <li>• This is the first school that any of the individuals of the management organization or the superintendent (for self-managed schools) has been affiliated with so no list exists.</li> </ul>	<ul style="list-style-type: none"> <li>• Provided a complete list but evidence provided does not show a clear record of success in academics, OR</li> <li>• Provided a list but did not include all of the requested information.</li> </ul>	<ul style="list-style-type: none"> <li>• Provided a list of schools that includes all of the information listed above, AND</li> <li>• Evidence provided shows a record of success in academics.</li> </ul>		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
<b>Assessment of supplemental information and interview</b> <small>(This box is only for Interviewers)</small>					
<i>Provided data evidencing the management organization, or its individuals, or superintendent (for self-managed schools) has financial and business</i>					

<b>Record of Success - Financial and Business Experience</b>	<p><i>experience related to starting and operating schools. This information should include:</i></p> <ul style="list-style-type: none"> <li><i>• The number of affiliated schools that owe money to the management company and how much is owed,</i></li> <li><i>• Debt carried by affiliated schools.</i></li> </ul> <p><i>This information should be provided for each school listed in the Record of Success in Academics question. If any of the information listed is not available, provided a narrative with supplemental information.</i></p>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 5 Points</b>	<b>Meets 10 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	<ul style="list-style-type: none"> <li>• Did not provide a list of schools with any of the information requested.</li> <li>• This is the first school that any of the individuals of the management organization or the superintendent (for self-managed schools) has been affiliated with so no list exists.</li> </ul>	<ul style="list-style-type: none"> <li>• Provided a complete list but evidence provided does not show a clear record of success in financial and business, OR</li> <li>• Provided a list but did not include all of the requested information.</li> </ul>	<ul style="list-style-type: none"> <li>• Provided a list with all of the requested information, AND</li> <li>• The evidence provided shows a record of success in financial and business experience.</li> </ul>		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> <small>(This box is only for Interviewers)</small>				

<b>Record of Success -</b>	<p><i>Describe and provide data evidencing the management organization's experience and success with underserved student populations with an emphasis in dropout prevention and recovery programs.</i></p>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 5 Points</b>	<b>Meets 10 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	<ul style="list-style-type: none"> <li>• Applicant response was not provided, OR</li> <li>• The evidence provided did not show any experience or success with underserved student populations.</li> </ul>	<ul style="list-style-type: none"> <li>• The information was provided but did not show sufficient experience or success with underserved student populations.</li> </ul>	<ul style="list-style-type: none"> <li>• The information provided shows experience and success in serving underserved student populations, OR</li> </ul>		
	<b>Strengths Noted</b>				

<b>Underserved Student Populations</b>	<b>Challenges Noted and Questions to ask during interview</b>	
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)	

<b>Record of Success in Online or Remote Education Programs</b>	<i>Describe and provide data evidencing the management organization's experience and success with online or remote education programs with an emphasis in dropout prevention and recovery programs.</i>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 7 Points</b>	<b>Meets 15 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• Evidence was not provided evidencing the management organization's experience and success with online or remote education programs.	• The information provided shows limited experience and success with online or remote education programs, OR • Does not include an emphasis in dropout prevention and recovery programs.	• The information provided shows experience and success with online or remote education programs with an emphasis in dropout prevention and recovery programs.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)				

<b>RECORD OF SUCCESS SECTION SCORE</b> Add up the points awarded in each question above and enter the total.	<b>TOTAL POINTS AWARDED:</b>	
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**POST-INTERVIEW FINAL SCORE**

**FINAL SCORE:**



## EDUCATIONAL PROGRAM

<b>Mission, Vision and Philosophy</b>	<i>Described the school's mission statement including intent and purpose. 2.) Described the school's vision statement and anticipated operation, function and success of the school over time. 3.) The school's philosophy describes values and beliefs by which the school will operate.</i>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• Mission, Vision, and philosophy statements are not included.	• The school provides the mission, vision, and philosophy although lacks key details regarding future operations and success of the school over time.	• The school's mission, vision and philosophy was described in detail. • The school elaborates on how the mission, vision, and philosophy will guide operations and lead to the success of the school over time.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> <small>(This box is only for Interviewers)</small>				
<b>Curriculum: Learning</b>	<i>Provided specific standards with detailed descriptions for all core and non-core content (physical education, music, art, technology, etc.), including social-emotional learning, addressed by the school that will enable each student to acquire learning across all four learning domains: foundational knowledge and skills, well-rounded content, leadership &amp; reasoning, and social-emotional learning.</i>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• School did not provide requested information.	• School partially provided specific standards for all core and non-core content including all requested information as listed. Social-emotional learning, as well as learning across all four learning domains is not completely addressed.	• School provides specific standards for all core and non-core content including all requested information as listed. • Social-emotional learning, as well as learning across all four learning domains is addressed.		
	<b>Strengths Noted</b>				

<b>Standards</b>	<b>Challenges Noted and Questions to ask during interview</b>	
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)	

<b>Curriculum: Model</b>	<b>Does the school plan to use the Ohio Model Curriculum?</b> <i>If "no" was marked, provided evidence of the school's written curriculum including standards, assessments, differentiation strategies, etc. Described the research supporting the model. *If the box was checked, the school will receive 2 points. If not checked, the school must have provided evidence of the school's curriculum showing standards, assessments, etc. The school does not have to describe the research supporting the curriculum if they are using the Ohio Model Curriculum.</i>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• The school did not provide evidence of the school's written curriculum including standards, assessments, differentiation strategies, etc.	• The school has partially provided evidence of the school's written curriculum including standards, assessments, differentiation strategies, etc. and did not full provide evidence of research supporting the selected curriculum and strategies.	• School plans to use Ohio Model Curriculum or has provided evidence of the school's written curriculum including standards, assessments, differentiation strategies, etc. and provides evidence of research supporting the selected curriculum and strategies.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)				

<b><i>Provided a detailed description of the development process for pacing guides to be used in the school that includes the deconstruction of standards. *This process must be accurate and clearly detailed in order to receive 2 points - both quality and accuracy counts.</i></b>					
<b>Curriculum: Pacing Guides</b>	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• The school did not provide a detailed description of the development process for pacing guides.	• The school partially provided a detailed description of the development process for pacing guides to be used in the school and may not have included the deconstruction of standards.	• The school provided a detailed description of the development process for pacing guides that includes the deconstruction of standards.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)				
<b><i>Explained what specific components will be included in model lesson plan templates and rationale. *The school will receive 2 points if the lesson plan components are included and the rationale is justified.</i></b>					
<b>Curriculum:</b>	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• The school does not provide the specific components that will be included in the model lesson plan template.	• The school provides what specific components will be included in the model lesson plan templates but the rationale for selection is not justified.	• The school provides what specific components will be included in the model lesson plan templates as well as the rationale for the selection of these components.		
	<b>Strengths Noted</b>				

<b>Lesson Template</b>	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)				
<b>Curriculum: Alignment with Ohio Learning Standards</b>					
<i>Provided evidence of alignment of the school's curriculum model to the Ohio Learning Standards, the Ohio Strategic Plan for Education: 2019-2024, and the mission, vision, and philosophy of the school. *Evidence of alignment to the Ohio Learning Standards should be provided if the school is not using the Ohio Model Curriculum; the school should provide a statement of alignment to the mission, vision and philosophy of the school in order to receive 2 points.</i>					
<b>Does Not Meet 0 Points</b>		<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
<ul style="list-style-type: none"> <li>The school did not provide evidence of alignment of the school's curriculum model to the Ohio Learning Standards, the Ohio Strategic Plan for Education: 2019-2024, or the mission, vision, and philosophy of the school.</li> </ul>		<ul style="list-style-type: none"> <li>The school has partially provided evidence of alignment to the Ohio Learning Standards as well as the Ohio Strategic Plan for Education: 2019-2024.</li> <li>The school partially provided a statement of alignment to the mission, vision, and philosophy of the school.</li> </ul>	<ul style="list-style-type: none"> <li>School is using Ohio's Model Curriculum or has provided evidence of alignment to the Ohio Learning Standards as well as the Ohio Strategic Plan for Education: 2019-2024.</li> <li>The school provided a statement of alignment to the mission, vision, and philosophy of the school.</li> </ul>		
<b>Strengths Noted</b>					
<b>Challenges Noted and Questions to ask during interview</b>					
<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)					

<i>Described how the school will develop literacy skills across all ages, grades and subjects, as well as building the capacity for effective literacy instruction. (i.e. search ODE Ohio's Plan to Raise Literacy Achievement Birth-12, January 2018).</i>					
<b>Curriculum: Literacy Skills</b>	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• The school does not describe how they will develop literacy skills across all ages, grades, and subjects or build the capacity for effective literacy instruction.	• The school partially provides how they will develop literacy skills across all ages, grades, and subjects and may not include the plan for building the capacity for effective literacy instruction.	• The school provides in detail how they will develop literacy skills across all ages, grades, and subjects as well as building the capacity for effective literacy instruction.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)				
<i>Described how the school will identify and support student's future success (i.e. focused on career, project-based learning, expanding work-based learning, career-tech/industry credentials, job shadowing and expanding pathways to graduation).</i>					
<b>Curriculum: Future Success</b>	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• School does not describe how they will identify and support student's future success.	• School partially describes how they will identify and support student's future success.	• School described how they will identify and support student's future success as described above.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				

	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)	
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<b>Instructional Delivery Methods</b>	<i>Explained in detail the primary evidence-based instructional delivery methods, strategies, and/or techniques (i.e., high yield instructional practices, project-based learning, computer-based, etc.) that will be used to provide daily instruction in the school to support success for all students. *The school's focus on primary instructional delivery methods is narrow and explained in detail in order to receive Meets.</i>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• The school does not explain the primary evidence-based instructional delivery methods, strategies, and/or techniques that will be used to provide daily instruction.	• School partially explains the primary evidence-based instructional delivery methods, strategies, and/or techniques that will be used to provide daily instruction.	• School explains in detail the primary evidence-based instructional delivery methods, strategies, and/or techniques that will be used to provide daily instruction.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)				

	<i>If the school plans to use a blended learning instructional model, as defined in section 3301.079 of the Revised Code, all of the following was provided: a) an indication of what blended learning model or models will be used; b) description of how student instructional needs will be determined and documented; c) method to be used for determining competency, granting credit, and promoting students to a higher grade level; d) school's attendance requirements, including how the school will document participation in learning opportunities; e) statement describing how student progress will be monitored; f) statement describing how private student data will be protected; g) description of the professional development activities that will be offered to teachers.</i>
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<b>Instructional Delivery Methods: Blended Learning Instructional Model</b>	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• The school did not provide the requested information according to the prompt.	• The school partially provided the requested information according to the prompt.	• The school has provided all of the requested information was provided according to the prompt.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)				

<b>Instructional Delivery Methods: Evidence Base</b>	<i>Provided the evidence-base for the primary delivery methods, strategies, and/or techniques including impact on population served. Refer to ESSA definition of evidence based strategies. 2.) Provided documentation from a clearinghouse (i.e. What Works Clearinghouse, Ohio's Evidence-Based Clearinghouse, etc.) for meeting level I or II criteria. *The school must explain the research collected and provide evidence for where the research fell (strong, moderate, promising or demonstrates a rationale) in order to receive 2 points.</i>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• The school did not provide the evidence-base for the primary delivery methods. •The school did not provide documentation from a clearinghouse for meeting level I or II criteria.	• The school partially provided the evidence base for the primary delivery methods, strategies, and/or techniques including the impact on population served. • The school partially provided documentation from a clearinghouse for meeting level I or II criteria.	• The school provided the evidence base for the primary delivery methods, strategies, and/or techniques including the impact on population served. • The school also provided documentation from a clearinghouse for meeting level I or II criteria.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				

	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)				
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<b>Instructional Delivery Methods: Resources/Materials</b>	<i>Identified resources and materials that will be in place at the school's opening in all core and non-core content areas, including technology. 2.) Explained the selection, approval (including Board) and change process for instructional resources and materials to be used by teachers and students, including technology.</i>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	<ul style="list-style-type: none"> <li>• The school did not identify resources and materials that will be in place at the school's opening in all core and non-core content areas including technology.</li> <li>• The school did not explain the selection, approval, and change process for instructional resources and materials to be used by students and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• The school identified all resources and materials that will be in place at the school's opening in all core and non-core content areas, including technology.</li> <li>• The school partially explained the selection, approval, and change process for instructional resources and materials to be used by teachers and students.</li> </ul>	<ul style="list-style-type: none"> <li>• The school identified all resources and materials that will be in place at the school's opening in all core and non-core content areas, including technology.</li> <li>• The school also explained in detail the selection, approval, and change process for instructional resources and materials to be used by teachers and students.</li> </ul>		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)				

	<i>1.) Described how the school will develop, monitor, and evaluate the school improvement plan using the Ohio 5-Step Decision Making Process. 2.) Described the structures and processes to support the improvement planning.</i>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>



<b>Continuous Improvement</b>	<ul style="list-style-type: none"> <li>The school does not describe how they will develop, monitor, and evaluate the school improvement plan.</li> <li>The school does not describe the structures and processes to support improvement planning.</li> </ul>		<ul style="list-style-type: none"> <li>The school partially describes how they will develop, monitor, and evaluate the school improvement plan using the Ohio 5-Step Decision Making Process.</li> <li>The school does not fully explain the structures and processes used to support improvement planning.</li> </ul>		<ul style="list-style-type: none"> <li>The school describes in detail how they will develop, monitor, and evaluate the school improvement plan using the Ohio 5-Step Decision Making Process as well as describes the structures and process to support improvement planning.</li> </ul>			
	<b>Strengths Noted</b>							
	<b>Challenges Noted and Questions to ask during interview</b>							
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)							

<b>Ohio Teacher Evaluation System (OTES)</b>	<b>1.) Confirmed implementation of the Ohio Teacher Evaluation System (OTES) or an alternative aligned to Ohio Standards for Educators and identified what credentialed individuals (job title) will be conducting the evaluations. 2.) If an alternative evaluation system will be used, provided evidence of alignment to Ohio Standards for Educators and connection to accountability for student performance and identified what credentialed individuals (job title) will be conducting the evaluations.</b>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	<ul style="list-style-type: none"> <li>Did not identify the evaluation system to be used or provide evidence of alignment to Ohio Standards for Educators.</li> <li>Did not identify what credentialed individual (job title) will be conducting evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>Confirmed implementation of the Ohio Teacher Evaluation System (OTES) or an alternative aligned to Ohio Standards for Educators.</li> <li>Identified what credentialed individual (job title) will be conducting the evaluations.</li> <li>If an alternative evaluation system is selected evidence of alignment to Ohio Standards for Educators and connection to accountability for student performance was partially provided.</li> </ul>	<ul style="list-style-type: none"> <li>Confirmed implementation of the Ohio Teacher Evaluation System (OTES) or an alternative aligned to Ohio Standards for Educators.</li> <li>Identified what credentialed individual (job title) will be conducting the evaluations.</li> <li>If an alternative evaluation system is selected evidence of alignment to Ohio Standards for Educators and connection to accountability for student performance was provided.</li> </ul>		
	<b>Strengths Noted</b>				

	<b>Challenges Noted and Questions to ask during interview</b>	
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)	

<b>Ohio Principal Evaluation System (OPES)</b>	<b><i>1.) Confirmed implementation of Ohio Principal Evaluation System and Ohio Superintendent Evaluation System (if applicable) or alternative aligned to Ohio Standards for Principals and Ohio Standards for Superintendents. 2.) If an alternative evaluation system is used, provided evidence of alignment to Ohio Standards for Principals and Ohio Standards for Superintendents and connection to accountability for student performance and identified what credentialed individuals (job title) will be conducting the evaluations.</i></b>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	<ul style="list-style-type: none"> <li>• Did not identify the evaluation system to be used or provide evidence of alignment to Ohio Standards for Principals and Ohio Standards for Superintendents.</li> <li>• Did not identify what credentialed individual (job title) will be conducting evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>• Confirmed implementation of the Ohio Principal Evaluation System and Ohio Superintendent Evaluation System or an alternative aligned to Ohio Standards for Principals and Ohio Standards for Superintendents.</li> <li>• Identified what credentialed individual (job title) will be conducting the evaluations.</li> <li>• If an alternative evaluation system is selected evidence of alignment to Ohio Standards for Principals and Ohio Standards for Superintendents and connection to accountability for student performance was partially provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Confirmed implementation of the Ohio Principal System, and Ohio Superintendent Evaluation System or an alternative aligned to Ohio Standards for Principals and Ohio Standards for Superintendents.</li> <li>• Identified what credentialed individual (job title) will be conducting the evaluations.</li> <li>• If an alternative evaluation system is selected evidence of alignment to Ohio Standards for Principals and Ohio Standards for Superintendents and connection to accountability for student performance was provided.</li> </ul>		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				

	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)				
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<b>Local Professional Development Committee</b>	<b>1.) Discussed development and implementation of Local Professional Development Committee, including bylaws, committee membership, roles and responsibilities, processes and procedures, Individual Professional Development Plan (IPDP) template, etc.</b>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• The school does not describe the development and implementation of Local Professional Development Committee, including bylaws, committee membership, roles and responsibilities, processes and procedures, Individual Professional Development Plan (IPDP) template, etc.	• The school partially describes the development and implementation of Local Professional Development Committee, including bylaws, committee membership, roles and responsibilities, processes and procedures, Individual Professional Development Plan (IPDP) template, etc.	• The school describes the development and implementation of Local Professional Development Committee, including bylaws, committee membership, roles and responsibilities, processes and procedures, Individual Professional Development Plan (IPDP) template, etc.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)				

	<b>Discussed implementation of Ohio's Resident Educator Program in the school. (i.e., mentoring process, meetings, monitoring of work completed, timelines, ratios of mentor to mentees, etc.).</b>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• The school does not describe the implementation of Ohio's Resident Educator Program in the school.	• The school partially describes the implementation of Ohio's Resident Educator Program in the school.	• The school describes the implementation of Ohio's Resident Educator Program in the school.		

<b>Resident Educator Program</b>	<b>Strengths Noted</b>					
	<b>Challenges Noted and Questions to ask during interview</b>					
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)					
<i>Using the Ohio Standards for Professional Development (adopted 2015), described the process for how the school will develop, implement, and evaluate a differentiated professional development plan for teachers informed by student data, curriculum needs, OTES, IPDPs, Resident Educator Program, etc. and how it will link to the school's continuous improvement plan (OIP).</i>						
<b>Professional Development Plan for Teachers</b>		<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
		<ul style="list-style-type: none"> <li>The school does not describe the process for how the school will develop, implement, and evaluate a differentiated professional development plan for teachers as detailed within the prompt.</li> <li>The school does not describe how the professional development plan will link to the school's continuous improvement plan (OIP).</li> </ul>	<ul style="list-style-type: none"> <li>The school partially describes in the process for how the school will develop, implement, and evaluate a differentiated professional development plan for teachers as detailed within the prompt.</li> <li>The school partially describes how the professional development plan will link to the school's continuous improvement plan (OIP).</li> </ul>	<ul style="list-style-type: none"> <li>The school references Ohio Standards for Professional development and describes in detail the process for how the school will develop, implement, and evaluate a differentiated professional development plan for teachers as detailed within the prompt.</li> <li>The school will also describe how the professional development plan will link to the school's continuous improvement plan (OIP).</li> </ul>		
	<b>Strengths Noted</b>					
<b>Challenges Noted and Questions to ask during interview</b>						

	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)						
<i>Using the Ohio Standards for Principals 2018, described how the school will develop, implement, and evaluate a differentiated professional development plan for school leaders informed by student data, curriculum needs, OTES, OPES, IPDPs, Resident Educator Program, etc. and how it will link to the schools continuous improvement plan (OIP).</i>							
<b>Professional Development Plan for School Leaders</b>		<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>	
		<ul style="list-style-type: none"> <li>The school does not describe the process for how the school will develop, implement, and evaluate a differentiated professional development plan for school leaders as detailed within the prompt.</li> <li>The school does not describe how the professional development plan will link to the school's continuous improvement plan (OIP).</li> </ul>	<ul style="list-style-type: none"> <li>The school partially describes in the process for how the school will develop, implement, and evaluate a differentiated professional development plan for school leaders as detailed within the prompt.</li> <li>The school partially describes how the professional development plan will link to the school's continuous improvement plan (OIP).</li> </ul>	<ul style="list-style-type: none"> <li>The school references Ohio Standards for Principals and describes in detail the process for how the school will develop, implement, and evaluate a differentiated professional development plan for school leaders as detailed within the prompt.</li> <li>The school will also describe how the professional development plan will link to the school's continuous improvement plan (OIP).</li> </ul>			
		<b>Strengths Noted</b>					
		<b>Challenges Noted and Questions to ask during interview</b>					
		<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)					
<i>Provided the proposed school calendar, including how parents and students will be notified. It is comprehensive with professional development and</i>							

<b>School Calendar</b>	<i>assessment days, vacation days, and number of hours the school will be in session. The school calendar will need to be submitted annually by a due date established yearly for approval by the Sponsor and ODE. Once the calendar is approved, changes can only be made for limited reasons with approve of the sponsor and ODE, and may require a corrective action plan. *The calendar was provided and inclusive of all information requested in order to receive 2 points.</i>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• The calendar was not provided.	• The calendar was provided but was not inclusive of all information requested within the prompt.	• The calendar was provided and inclusive of all information requested within the prompt.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)				
<b>Bell Schedule</b>	<i>Provided the school's proposed bell schedule(s). The bell schedule incorporated all core and non-core content areas. The schedule demonstrated common planning time for teachers. It included the number of hours per day. If additional services will be provided, such as after-school tutoring, it was included on the schedule. *The bell schedule was provided and inclusive of the number of hours and days and shows a common planning period to receive Meets.</i>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• The bell schedule was not included.	• The bell schedule was provided but was not inclusive of the number of hours and days and may not include a common planning period.	• The bell schedule was provided and inclusive of the number of hours and days and shows a common planning period.		
	<b>Strengths Noted</b>				

	<b>Challenges Noted and Questions to ask during interview</b>	
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)	

<b>Prevention and Intervention Plan</b>	<i>Described a whole-child model for meeting students' needs related to health, safety, engagement, personalized learning and prepared for success. 2.) Described the school's multi-tiered educational services policy, plan and procedures to provide early detection and intervention for at-risk (NOT identified special education students) experiencing academic and/or behavior problems, and address the needs of ALL students (i.e., limited English proficient, gifted, Third Grade Reading Guarantee, homeless, lowest achieving 20%).</i>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	<ul style="list-style-type: none"> <li>The school does not describe a whole-child model for meeting students' needs related to the information requested with in prompt.</li> <li>The school does not include the multi-tiered educational service policy, plan, and procedures for early detection and intervention for all at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>The school partially describes a whole-child model for meeting students' needs related to the information requested with in prompt.</li> <li>The school partially includes the multi-tiered educational service policy, plan, and procedures for early detection and intervention for all at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>The school describes in detail a whole-child model for meeting students' needs related to the information requested with in prompt.</li> <li>The school also includes the multi-tiered educational service policy, plan, and procedures for early detection and intervention for all at-risk students.</li> </ul>		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)				

<b>Nationally Normed Assessment</b>	<b>Identified at least one nationally normed, ODE approved standardized testing tool. It is mandatory that the assessment be administered a minimum of twice per year and the administration should be identified on the school calendar. Which Nationally Normed Assessment will be used? 2.) Explained rationale for assessment selection and the relationship to Student Growth Measures (OTES and OPES). Nationally normed assessment data and a comprehensive written analysis will be due to the sponsor by June 30th of each year.</b>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• The school did not identify at least one nationally normed, ODE approved standardized testing tool.	• The school identified at least one nationally normed, ODE approved standardized testing tool. • The rationale for assessment selection and the relationship to Student Growth Measures was not fully explained.	• The school identified at least one nationally normed, ODE approved standardized testing tool. • The rationale for assessment selection and the relationship to Student Growth Measures were explained.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> (This box is only for interviewers)				
<b>Ohio's State Assessments</b>	<b>Confirmed use of specific state tests, how the data will be collected and distributed to the Board of Directors, staff, students, parents, and how the results will impact professional development and Ohio Improvement Process (OIP) goals and strategies. Improvement Process (OIP) goals and strategies. These may include required grade level state assessments, End of Course exams, Industry Credentialing, ACT/SAT, WorkKeys, OELPA, and Kindergarten Readiness Assessment.</b>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• The school does not confirm the use of specific state tests. • The school does not describe the process to collect and distribute the data according to the prompt.	• The school confirmed the use of state tests as well as partially describes the process to collect and distribute the data according to the prompt.	• The school confirmed the use of specific state tests as well as describes the process to collect and distribute the data according to the prompt.		
<b>Strengths Noted</b>					



<b>Assessments</b>	<b>Challenges Noted and Questions to ask during interview</b>	
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)	

<b>Formative Assessments</b>	<i>Described the process for developing formative assessments that includes gauges of all learning domains (social-emotional), sharing data across grade levels and with students and parents, and how results will impact instructional strategies, practices, materials selection and professional development.</i>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• The school does not describe the process for developing formative assessment.	• The school partially describes the process for developing formative assessments according to criteria requested in the prompt.	• The school describes the process for developing formative assessments according to criteria requested in the prompt.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)				

<i>Described non-academic measures such as parent and student satisfaction surveys, student interest surveys, etc. that might inform school practices and program effectiveness.</i>
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Non-Academic Measures	Does Not Meet 0 Points	Partially Meets 1 Points	Meets 2 Points	Score	Post Interview Final Score
	• The school does not describe non-academic measures that might inform school practices and program effectiveness.	• The school partially describes non-academic measures that might inform school practices and program effectiveness.	• The school fully describes non-academic measures that might inform school practices and program effectiveness.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)				

Diverse Measures of Student Performance	<i>Identified diverse ways to measure student performance beyond standardized assessments that include tools such as student portfolios, capstone projects, presentations or performance-based assessments.</i>				
	Does Not Meet 0 Points	Partially Meets 1 Points	Meets 2 Points	Score	Post Interview Final Score
	• The school did not identify diverse ways to measure student performance beyond standardized assessments.	• The school partially identified diverse ways to measure student performance beyond standardized assessments.	• The school identified diverse ways to measure student performance beyond standardized assessments.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				

	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)	
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<b>Organizational Chart</b>	<i>Provided the school's organizational chart with clear identification of all positions including fiscal officer, EMIS and Management Company (if applicable).</i>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	<ul style="list-style-type: none"> <li>The school did not provide an organizational chart.</li> </ul>	<ul style="list-style-type: none"> <li>The school provided the organizational chart without clear identification of all positions required within prompt.</li> </ul>	<ul style="list-style-type: none"> <li>The school provided the organizational chart with clear identification of all positions including fiscal officer, EMIS, and management company (if applicable).</li> </ul>		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)				

	<i>Described the roles and responsibilities of school staff aligned to the organizational chart and mission, vision and philosophy of the school; a) administrative, b) teaching, c) specialized, d) contracted services (i.e. speech and language pathologist, school psychologists, etc.), e) other.</i>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	<ul style="list-style-type: none"> <li>The school did not describe the roles and responsibilities of school staff aligned to the organizational chart and mission vision and philosophy of the school for all positions listed within the prompt.</li> </ul>	<ul style="list-style-type: none"> <li>The school partially described the roles and responsibilities of school staff aligned to the organizational chart and mission vision and philosophy of the school for all positions listed within the prompt.</li> </ul>	<ul style="list-style-type: none"> <li>The school described the roles and responsibilities of school staff aligned to the organizational chart and mission vision and philosophy of the school for all positions listed within the prompt.</li> </ul>		

<b>Roles and Responsibilities</b>	<b>Strengths Noted</b>	
	<b>Challenges Noted and Questions to ask during interview</b>	
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)	

<b>Recruitment and Retention Plan</b>	<i>Described the plan to recruit, retain and train highly qualified personnel including how the school will meet the goals identified in Ohio's 2015 Plan for Equity.</i>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 1 Points</b>	<b>Meets 2 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• The school did not describe the plan to recruit, retain and train highly qualified personnel.	• The school partially described the plan to recruit, retain, and train highly qualified personnel and may not have fully included how the school will meet the goals identified in Ohio's 2015 Plan for Equity.	• The school described the plan to recruit, retain, and train highly qualified personnel including how the school will meet the goals identified in Ohio's 2015 Plan for Equity.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)				

*Stated the student/teacher ratios for the school and they are within the required 29/1 ratio.*

Student/Teacher Ratio					
	Does Not Meet 0 Points	Partially Meets 1 Points	Meets 2 Points	Score	Post Interview Final Score
	• The school did not include student/teacher ratio.	• The school included the student/teacher ratio and it may not be within the required 29/1 ratio.	• The student/teacher ratios are within the required 29/1 ratio.		
	Strengths Noted				
	Challenges Noted and Questions to ask during interview				
Assessment of supplemental information and interview (This box is only for interviewers)					

Staffing Plan for Projected Enrollment	<i>Described the staffing plan (for the next 5 years) based on the projected enrollment and differentiate between certified teaching, para-teaching, and non-licensed staff.</i>				
	Does Not Meet 0 Points	Partially Meets 1 Points	Meets 2 Points	Score	Post Interview Final Score
	• The school did not include a staffing plan.	• The school did not fully describe the staffing plan or did not address the next five years based on the projected enrollment. • The school did not differentiate between certified teaching, para-teaching, and non-licensed staff.	• The school described the staffing plan for the next five years based on the projected enrollment and differentiated between certified teaching, para-teaching, and non-licensed staff.		
	Strengths Noted				
	Challenges Noted and Questions to ask during interview				

	<b>Assessment of supplemental information and interview</b> <small>(This box is only for Interviewers)</small>	
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<b>EDUCATION PLAN SECTION SCORE</b> <b>Add up the points awarded in each question above and enter the total.</b>	<b>TOTAL POINTS AWARDED:</b>	
<b>POST-INTERVIEW FINAL SCORE</b>	<b>FINAL SCORE:</b>	

## DEMOGRAPHICS AND MARKET RESEARCH

<b>School Model and Community</b>	<p><i>Provide the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Described how the school model will serve the unique needs/characteristics of the community that the school's students will be drawn from.</i></li> <li>• <i>Provided specific data that shows the community's need for the school's model.</i></li> </ul> <p><i>The school may have provided the information in the text box and/or uploaded a file. If uploading a file it must be a PDF titled School Model and Community.</i></p>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 5 Points</b>	<b>Meets 10 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• None of the requested information was provided.	• Some of the requested information was provided.	• Information was provided for each proposed location, AND • Provided clear information on how the school model will meet the needs of community, AND • Data provided shows support for the school model in the community.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> <small>(This box is only for Interviewers)</small>				

*Provided a list of all schools (traditional and community) within a five (5) mile radius that offer the same grades that this school is offering. Also*

*provided the following:*

- *Using the list of schools provided, described the current educational options or offerings available in the community.*
- *What deficiencies or lack of capacity exists from the existing schools and how will this school fill those deficiencies?*

*Note: You may provide the information in the text box and/or upload a file. All of the requested information must be included. If uploading a file, it must be a PDF titled Attachment 7.*

Market Research		Does Not Meet 0 Points	Partially Meets 5 Points	Meets 10 Points	Score	Post Interview Final Score
		<ul style="list-style-type: none"> <li>• Some or none of the information requested was provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the information requested was provided..</li> </ul>	<ul style="list-style-type: none"> <li>• Information was provided for each proposed location, AND</li> <li>• A complete list of schools was provided, AND</li> <li>• A description of the current education offerings in the community was provided.</li> </ul>		
<b>Strengths Noted</b>						
<b>Challenges Noted and Questions to ask during interview</b>						
<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)						

*Uploaded evidence of community support for the school as Attachment 8, such as:*

- *Letters of support showing how the school will serve the community and meet student and family needs,*
- *Surveys of local residents indicating a need/desire for a new community school,*
- *Other community indicators of support for the school.*

*Letters of support must:*

- *Be dated within one year of the application, AND*
- *Specifically support this school in this location.*



<b>Community Support</b>	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 4 Points</b>	<b>Meets 8 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>	
	• No evidence was provided.		• Evidence of support was not provided, BUT a robust plan to garner support for the school was provided.		• Information was provided for each proposed location, AND • Evidence of support or desire for this school in this location was provided.	
	<b>Strengths Noted</b>					
	<b>Challenges Noted and Questions to ask during interview</b>					
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)					

<b>Recruitment and Marketing Plans and Student Enrollment</b>	<p><b><i>Provided the following:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Discussed the school's current recruitment and marketing plans.</i></li> <li>• <i>Discussed plan to maintain student enrollment at the lowest grade level and account for attrition at all grade levels.</i></li> <li>• <i>Future marketing strategies.</i></li> <li>• <i>Uploaded copies of promotional or recruitment materials including: media plans, marketing materials, open house schedules, etc. as Attachment 9.</i></li> </ul> <p><b><i>Reviewers: Please review Enrollment Projections in conjunction with the response to this question.</i></b></p>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 4 Points</b>	<b>Meets 8 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• No evidence was provided.		• Some of the information above was provided, OR • All of the information was provided but does not evidence a realistic and attainable plan to recruit students and maintain enrollment, OR • Information does not align with the provided Enrollment Projections.		• All of the information requested above was provided, AND • The evidence reflects a realistic and attainable plan to recruit students and maintain enrollment as compared to the enrollment projections, AND • This information aligns with the projected enrollment listed in next section.

<b>Enrollment</b>	<b>Strengths Noted</b>	
	<b>Challenges Noted and Questions to ask during interview</b>	
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)	
<b>DEMOGRAPHICS AND MARKET RESEARCH SECTION SCORE</b> Add up the points awarded in each section above and enter the total.		<b>TOTAL POINTS AWARDED:</b>
<b>POST-INTERVIEW FINAL SCORE</b>		<b>FINAL SCORE:</b>

## ENROLLMENT/OPERATIONAL BUDGET

<i>Uploaded the management organizations most recent annual income statement and balance sheet as Attachment 10.</i>					
<b>Management Organization Financial Records</b>	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 4 Points</b>	<b>Meets 8 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• The requested statements were not provided.	• The requested statements were provided but it appears the management company is not in good financial standing.	• The requested statements were provided and it appears the management organization is in good financial standing.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> <small>(This box is only for Interviewers)</small>				
<i>Using ODE's Community School Annual Budget template (found with Application Supporting Documents or on ODE's website), provided the school's first-year budget with monthly detail showing expected cash flow, assets and liabilities as Attachment 11.</i>					
<i>Reviewer: Please review the Five-year Forecast, Enrollment Projections and Cost of Lease/Purchase to inform your score on this item.</i>					
<b>Operational Budget</b>	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 6 Points</b>	<b>Meets 12 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• Budget was not provided.	• The budget was provided but is not complete or is not a realistic reflection of cost of operating a school.	• The budget was provided and realistically reflects enrollment, revenue and expenditures of the school.		
	<b>Strengths Noted</b>				

	<b>Challenges Noted and Questions to ask during interview</b>	
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)	

<b>Five-Year Forecast</b>	<p><i>Provided the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Uploaded a sample five-year forecast for the proposed school(s) using ODE's prescribed format and guidance as Attachment 12a.</i></li> <li>• <i>Uploaded the most recent five-year forecasts for all schools currently operated by the replicator, and not sponsored by St. Aloysius, as Attachment 12b.</i></li> <li>• <i>If necessary, provided a brief explanation of the forecasts.</i></li> </ul> <p><i>Reviewer: Please pull and review the most recent five-year forecasts for any schools sponsored by St. Aloysius and review along with uploaded documents.</i></p>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 6 Points</b>	<b>Meets 12 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• Five-year forecast was not provided or is not in the correct format.	• Five-year forecast was provided but was not based on realistic assumptions.	• Five-year forecast was provided for potential school(s) and appears realistic and reasonable. • Five-year forecasts for currently operated schools were provided and all years show a positive change in net position.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				

	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)	
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<b>Contribution of Funds</b>	<i>Uploaded signed letters of commitment for contributions of funds or in-kind services as Attachment 13, if applicable. If necessary, provided a brief explanation of the contributions. If none ,enter "N/A".</i>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 4 Points</b>	<b>Meets 8 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	This score not applicable to this question.	• Documentation was provided but there is an issue, listed below.	• Signed letters of commitment of funds or in-kind services were provided, OR • None received ("N/A")		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)				

	<i>Described the governing authority's plan to maintain the school's short and long term financial stability and viability, including potential reductions in expenditures relative to fluctuating enrollment.</i>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 4 Points</b>	<b>Meets 8 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• No plan was provided.	• A plan was provided, but there is little evidence demonstrating an understanding of maintaining financial stability.	• A plan was provided that demonstrates an understanding of maintaining financial stability.		
	<b>Strengths Noted</b>				

<b>Financial Stability</b>	<b>Challenges Noted and Questions to ask during interview</b>	
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)	

<b>OPERATIONAL BUDGET SECTION SCORE</b> Add up the points awarded in each section above and enter the total.	<b>TOTAL POINTS AWARDED:</b>	
<b>POST-INTERVIEW FINAL SCORE</b>	<b>FINAL SCORE:</b>	

## Compliance Data

<p><b>CSS will pull compliance reports from the previous school year for any schools sponsored by St. Aloysius. For schools not sponsored by St. Aloysius, provided the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Uploaded copies of all reports of site visits conducted by another sponsor from the previous school year as Attachment 14.</b></li> <li>• <b>If any items are marked non-compliant, provided a brief explanation of the reason for noncompliance and explained steps taken to achieve compliance.</b></li> </ul>					
<b>Compliance Assessments</b>	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 3 Points</b>	<b>Meets 5 Points</b>	<b>Score</b>	<b>Post-Interview Score</b>
	<ul style="list-style-type: none"> <li>• All site visit reports were not provided, OR</li> <li>• Non-compliant were not remedied.</li> </ul>	<ul style="list-style-type: none"> <li>• Site visit reports were provided and there were non-compliant items but they have been remedied.</li> </ul>	<ul style="list-style-type: none"> <li>• Site visit reports were provided and there were no non-compliant items.</li> </ul>		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> <small>(This box is only for Interviewers)</small>				
<p><b>Describe your experience with compliance as it relates to internet- or computer-based schools. you must include the following:</b></p> <ol style="list-style-type: none"> <li><b>1. Provide evidence showing knowledge and understanding of attendance rule and law for e-schools.</b></li> <li><b>2. Evidence of a state and diagnostic testing logistics plan.</b></li> <li><b>3. Evidence of a Systems and attendance tracker.</b></li> </ol>					
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 3 Points</b>	<b>Meets 6 Points</b>	<b>Score</b>	<b>Post-Interview Score</b>

<b>Compliance: Internet or Computer Based Schools</b>	<ul style="list-style-type: none"> <li>• Evidence was not provided supporting knowledge and understanding of e-school attendance rule and law, AND/OR</li> <li>• A systems and attendance tracker is not in place or detailed plans for developing a systems and attendance tracker was not provided, AND/OR</li> <li>• A logistical plan for state and diagnostic testing was not provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence was partially provided supporting the items listed but did not fully address knowledge and understanding of e-school attendance rule and law, AND/OR</li> <li>• A system and attendance tracker is partially in place or plans for developing a systems and attendance tracker was partially provided, AND/OR</li> <li>• A logistical plan for state and diagnostic testing was partially provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence was provided supporting knowledge and understanding of e-school attendance and law, AND</li> <li>• A systems and attendance tracker is in place or detailed plans for developing a systems and attendance tracker was provided, AND</li> <li>• A logistical plan for state and diagnostic testing was provided.</li> </ul>			
	<b>Strengths Noted</b>					
	<b>Challenges Noted and Questions to ask during interview</b>					
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)					

<b>Support Services</b>	<p><i>Provided a description of the school's plan to address support services necessary for the school. The description/plan should, at a minimum, include providing a computer/device to students, internet reimbursement, EMIS and any contracted services not previously addressed in this application.</i></p> <p><i>Reviewer: Please review the Management Organization and Responsibilities question of the application for any services not listed in this question of the application.</i></p>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 3 Points</b>	<b>Meets 6 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	<ul style="list-style-type: none"> <li>• Did not provided a sufficient description of necessary support services.</li> </ul>	<ul style="list-style-type: none"> <li>• Provided a description/plan of support services but some information is missing.</li> </ul>	<ul style="list-style-type: none"> <li>• Provided a thorough description of the plan to address necessary support services including providing device to students, internet reimbursement, EMIS, and other contracted services.</li> </ul>		
	<b>Strengths Noted</b>				



	<b>Challenges Noted and Questions to ask during interview</b>	
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)	

<b>Probation/ Suspension</b>	<i>Have any of the schools managed by the replicator been on probation and/or received an intent to suspend? If yes, provided copies of the notice(s) and any school responses as Attachment 15.</i>				
	<b>Does Not Meet 0 Points</b>	<b>Partially Meets 3 Points</b>	<b>Meets 5 Points</b>	<b>Score</b>	<b>Post Interview Final Score</b>
	• Schools managed by the replicator have been on probation longer than one school-year or have been suspended/closed.	• Schools managed by the replicator have been on probation or received intent to suspend, but all issues have been remedied.	• No schools managed by the replicator have been on probation or received an intent to suspend.		
	<b>Strengths Noted</b>				
	<b>Challenges Noted and Questions to ask during interview</b>				
	<b>Assessment of supplemental information and interview</b> (This box is only for Interviewers)				

<b>COMPLIANCE SECTION SCORE</b> Add up the points awarded in each section above and enter the total.	<b>TOTAL POINTS AWARDED:</b>	
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**POST-INTERVIEW FINAL SCORE**

**FINAL SCORE:**

## CAPACITY TO EXECUTE

<b>Overall Administration:</b> <ul style="list-style-type: none"> <li>• Development Team</li> <li>• Governance</li> <li>• Management</li> </ul>	<p><i>The Applicant must demonstrate the capacity to start and maintain a quality charter school in the areas listed and the questions in the application. This section is scored on a scale of 0 (Does Not Meet) to 3 (Meets). A score of 0 indicates the developer provided no evidence of their capacity in the listed areas. A score of 3 indicates the developer provided sufficient evidence of their capacity in all of the listed areas. Scores of 1-2 may indicate that the developer provided insufficient evidence in one or more of the areas listed.</i></p>					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Preliminary Score</td> <td style="width: 50%; text-align: center;">Final Score</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>		Preliminary Score	Final Score		
	Preliminary Score	Final Score				
	Strengths Noted					
Challenges Noted and Questions to ask during interview						
Assessment of supplemental information and interview <small>(This box is only for Interviewers)</small>						

<b>Overall Education and Compliance:</b> <ul style="list-style-type: none"> <li>• Record of Success</li> <li>• Education Plan</li> <li>• Compliance</li> </ul>	<p><i>The Applicant must demonstrate the capacity to start and maintain a quality charter school in the areas listed and the questions in the application. This section is scored on a scale of 0 (Does Not Meet) to 3 (Meets). A score of 0 indicates the developer provided no evidence of their capacity in the listed areas. A score of 3 indicates the developer provided sufficient evidence of their capacity in all of the listed areas. Scores of 1-2 may indicate that the developer provided insufficient evidence in one or more of the areas listed.</i></p>					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Preliminary Score</td> <td style="width: 50%; text-align: center;">Final Score</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>		Preliminary Score	Final Score		
	Preliminary Score	Final Score				
	Strengths Noted					
Challenges Noted and Questions to ask during interview						

	<b>Assessment of supplemental information and interview</b> <small>(This box is only for Interviewers)</small>	
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<b>Overall Financial:</b> • Demographic and Market Research • Enrollment Projections • Operational Budget	<i>The Applicant must demonstrate the capacity to start and maintain a quality charter school in the areas listed and the questions in the application. This section is scored on a scale of 0 (Does Not Meet) to 3 (Meets). A score of 0 indicates the developer provided no evidence of their capacity in the listed areas. A score of 3 indicates the developer provided sufficient evidence of their capacity in all of the listed areas. Scores of 1-2 may indicate that the developer provided insufficient evidence in one or more of the areas listed.</i>	
	<b>Preliminary Score</b>	
	<b>Final Score</b>	
	<b>Strengths Noted</b>	
	<b>Challenges Noted and Questions to ask during interview</b>	
<b>Assessment of supplemental information and interview</b> <small>(This box is only for Interviewers)</small>		

<b>CAPACITY SECTION SCORE</b>	<b>TOTAL POINTS AWARDED:</b>	
<b>Add up the points awarded in each section above and enter the total.</b>		
<b>POST-INTERVIEW FINAL SCORE</b>	<b>FINAL SCORE:</b>	

## Overall Scoresheet

<b>DEVELOPMENT SECTION SCORE</b>					
<b>Add up the points awarded in each question above and enter the total.</b>					
<b>POST-INTERVIEW FINAL SCORE</b>					
<b>GOVERNANCE SECTION SCORE</b>					
<b>Add up the points awarded in each question above and enter the total.</b>					
<b>POST-INTERVIEW FINAL SCORE</b>					
<b>MANAGEMENT SECTION SCORE</b>					
<b>Add up the points awarded in each question above and enter the total.</b>					
<b>POST-INTERVIEW FINAL SCORE</b>					
<b>RECORD OF SUCCESS SECTION SCORE</b>					
<b>Add up the points awarded in each question above and enter the total.</b>					
<b>POST-INTERVIEW FINAL SCORE</b>					
<b>EDUCATIONAL PROGRAM SECTION SCORE</b>					
<b>Add up the points awarded in each section above and enter the total.</b>					
<b>POST-INTERVIEW FINAL SCORE</b>					
<b>DEMOGRAPHICS AND MARKET RESEARCH SECTION SCORE</b>					
<b>Add up the points awarded in each section above and enter the total.</b>					
<b>POST-INTERVIEW FINAL SCORE</b>					

<b>OPERATIONAL BUDGET SECTION SCORE</b> Add up the points awarded in each section above and enter the total.	<b>TOTAL POINTS AWARDED:</b>	
<b>POST-INTERVIEW FINAL SCORE</b>	<b>FINAL SCORE:</b>	
<b>COMPLIANCE/OPERATIONS SECTION SCORE</b> Add up the points awarded in each section above and enter the total.	<b>TOTAL POINTS AWARDED:</b>	
<b>POST-INTERVIEW FINAL SCORE</b>	<b>FINAL SCORE:</b>	
<b>CAPACITY SECTION SCORE</b> Add up the points awarded in each section above and enter the total.	<b>TOTAL POINTS AWARDED:</b>	
<b>POST-INTERVIEW FINAL SCORE</b>	<b>FINAL SCORE:</b>	

OVERALL SCORE - NEW SCHOOL SPONSORSHIP APPLICATION			
Section	Maximum Possible Score Per Section	Initial Score	Post-Interview Score
Development Team	12		
Governance	12		
Management	36		
Record of Success	50		
Education Plan	64		
Demographics/Market Research	36		
Operational Budget	48		
Compliance/Operations	22		
Capacity to Execute	12		

<b>Cleveland Supplement</b> ( <i>If applicable. If this section is not applicable, delete the possible points to the right.</i> )	0		
<b>Total Score Earned</b>	292	0	0
<b>Percentage Score</b> (75% is required to be eligible for approval)		0%	0%