

# **ALABAMA NEW CHARTER SCHOOL APPLICATION EVALUATION REPORT**



**ALABAMA PUBLIC CHARTER SCHOOL COMMISSION**  
**Summer 2020 Charter Application Evaluation**  
**Executive Summary**

**Magic City Acceptance Academy – Final Recommendation to the Commission**

Non-Profit Information			
Non-Profit:	<i>Magic City Acceptance Academy</i>	Education Service Provider (ESP)	No
		Name (# of ESP schools)	N/A
School Information			
School:	<i>Magic City Acceptance Academy</i>	Home District:	<i>Jefferson County</i>
Grade Configuration at Start:	<i>6-12</i>	Districts Served:	<i>Jefferson County</i>
Grade Configuration at Scale:	<i>6-12</i>	Year Opening:	<i>2020-2021</i>
Enrollment at Start:	<i>250-285</i>	Enrollment at Scale:	<i>435-470</i>
Proposal Summary			
<ul style="list-style-type: none"> <li>• <b>Academic Model:</b> The applicant proposes to serve 250-285 students in grades 6-12, beginning in school year (SY) 2020-21 with a maximum of enrollment of 470 students in SY2025-26. The applicant states that the Magic City Acceptance Academy (MCAA) will provide students with a diverse curriculum that aligns with the Alabama State Standards and weaves cultural references, social justice, and community service through an arts-infused curriculum. MCAA intends to leverage EngageNY’s base curriculum for English Language Arts (ELA) and math, Amplify Science, as well as Summit Learning’s base curriculum, mentoring program, and technological platform for the foundation of its program for teachers to create a personalized learning experience through project-based, cooperative learning activities in all content areas.</li> <li>• <b>Financial Model:</b> The financial plan and workbook include conservative planning processes such as flat enrollment over five (5) years and contingencies in the event of lower-than-expected revenues, along with a built-in plan for developing a fund balance to provide for more than 160 days of cash on hand. If enrollment reaches projections, additional budgeting will be necessary to adapt the model and recognize more opportunities to provide resources to students with additional revenues.</li> <li>• <b>Organizational Model:</b> According to the application, the MCAA leadership team will include a principal, chief academic officer/assistant principal, chief operating officer, and counselor. The applicant has identified a principal and plans to hire other leadership team members in Fall/Winter 2020/2021. The applicant also states that MCAA is an LLC owned by a program of Birmingham AIDS Outreach (BAO). The BAO executive director will sit on the MCAA Board of Directors.</li> </ul>			
Statement of Assurances Included:			<b>Yes</b>
Potential Conflicts of Interest Identified:			<b>No</b>



**High Schools – New Operator**

Section	Points Possible	Score
Educational Program	107	89
Operations Plan	69	57
Financial Plan & Financial Management Capacity	20	20
Overall Alignment	15	15
Experienced Operators (If Applicable)	N/A	N/A
<b>Total</b>	<b>211</b>	<b>181</b>

**Strengths of the Application:**

- Students at MCAA will have access to the services provided by the Magic City Wellness Center (MCWC), the Magic City Acceptance Center (MCAC), and Birmingham AIDS Outreach (BAO).
- MCAA has identified partners to support school operations, including BAO, New Schools for Alabama (NSFA), and the New Schools Venture Fund (NSVF).
- The financial plan, as expressed in the budget narrative and aligned Excel budget model, displays a conservative planning approach while still creating a fund balance by strategically using startup funds. Additional enrollment will increase revenues as well as expenses which appear ready to scale due to their clarity in assumptions.

**Areas Needing Further Attention:**

- The applicant’s staffing plan is not fully developed. For example, the staffing plan does not ascertain roles that will be filled (e.g., a director of student and adult learning role may be filled by deans and while the applicant stated there should be a curriculum specialist, it was not clear if the staffing plan would include a curriculum specialist).
- The applicant’s startup plan is not fully developed, does not name a point person, and includes minimal detail.
- Not all claims in the application are supported with data. For example, the applicant provides no evidence of demand from parents.

**ALABAMA PUBLIC CHARTER SCHOOL COMMISSION**  
**Summer 2020 Charter Application Evaluation**

**SECTION 1. EDUCATIONAL PROGRAM – 107 points**

<b>Educational Program Overview</b>			
<b>Weak 1</b>	<b>Fair 2</b>	<b>Very Good 3</b>	<b>Excellent 4</b>
<ul style="list-style-type: none"> <li>There is little or no information regarding the essential design elements of the school model, and/or</li> <li>the applicant has not provided at least three measurable goals.</li> <li>Little to no research base and little to no mention of the instructional methods and assessment strategies.</li> </ul>	<ul style="list-style-type: none"> <li>The essential design elements of the school model and</li> <li>the goals (at least three) lack clarity and/or are not all measurable.</li> <li>The applicant has demonstrated a limited understanding of the research- based and/or other evidence that promises success for this program with the anticipated student population.</li> <li>The applicant minimally mentions the instructional methods and/or does not describe in sufficient detail the impact of the culturally responsive(1) instructional aspects of the program on the proposed student population.</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has provided the essential design elements of the school model, and</li> <li>at least three (no more than five) specific and measurable goals.</li> <li>Evidence that the educational program or essential design elements of the program are based on proven methods and provided evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.</li> <li>The applicant has described the culturally responsive(1) instructional aspects of the educational program.</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has convincingly and comprehensively summarized the essential design elements of the school model and</li> <li>provided at least three (no more than five) specific and measurable goals.</li> <li>Strong and convincing evidence of research base.</li> <li>The applicant has clearly and comprehensively described the culturally responsive(1) instructional aspects of the program and provided strong evidence of impact within the anticipated student population.</li> </ul>
<b>Excellent – 4</b>	<b>Educational Program Overview</b>		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> <li>The applicant provides six essential design elements of the school model (p. 11): high-quality, aligned curriculum; project-based learning; blended learning; arts-infused community projects; 1:1 mentoring; and mental and physical health services.</li> <li>The applicant provides six goals (p. 13-14). While most of the goals are specific and measurable (e.g., 80% of students will be promoted to the next grade level annually and 88% of students will graduate within four years), not all goals are specific and measurable. For example, the goal related to college and career readiness (% of students deemed college and career ready) is not measurable and does not specify an indicator(s).</li> <li>In the application, the applicant provides evidence (p. 11-13) that the essential design elements are based on research and are likely to be effective for the anticipated student program. For example, the applicant cites research demonstrating that project-based learning has a significant impact on student engagement and student retention and notes that this is relevant given much of their anticipated population will be academically behind and will have experienced significant disengagement.</li> <li>The applicant presents a table of eight instructional strategies (p. 13-14) and state that they are culturally responsive for all students; however, the applicant does not describe with sufficient detail how each strategy is culturally responsive. For example, while they state the school will employ contextual learning to connect the curriculum and lessons to events and issues that are relevant to students’ lives, they do not explain how direct instruction is culturally responsive for all students. The application states, “This instructional approach is structured, sequenced, and led by teachers and/or present academic content through teacher lecture or demonstration” (p. 14).</li> </ul>		
<b>Curriculum &amp; Instructional Design</b>			
<b>Weak 1</b>	<b>Fair 5</b>	<b>Very Good 15</b>	<b>Excellent 20</b>
<ul style="list-style-type: none"> <li>Little or no description of the basic learning environment,</li> <li>little or no description of the curricula aligned to state standards.</li> <li>Applicant provides little to no description of curricular choices and rationale behind those choices— or – the applicant has chosen one or more core</li> </ul>	<ul style="list-style-type: none"> <li>The description of the basic learning environment is limited and/or only includes some of the required information or is not aligned to the school mission and vision.</li> <li>The applicant has identified curricular choices that do not receive any “Does Not Meet” ratings on EdReports.org, but</li> </ul>	<ul style="list-style-type: none"> <li>The description of the basic learning environment is clear, includes class size and structure, is aligned to the school’s mission and vision, and describes evidence that the learning environment is culturally responsive(1).</li> <li>The applicant has identified curricular choices that do not</li> </ul>	<ul style="list-style-type: none"> <li>The description of the basic learning environment is clear, comprehensive and includes class size and structure, is well aligned to the school’s mission and vision, and demonstrates a sophisticated understanding of cultural responsiveness(1).</li> <li>The applicant has identified curricular choices that receive</li> </ul>

<p>curricula that receive a “Does Not Meet” rating on EdReports.org on any indicator within those reports.</p> <ul style="list-style-type: none"> <li>• If the applicant plans to develop a curriculum, little or no description of how.</li> <li>• Little to no description of instructional strategies.</li> </ul>	<p>receive mostly “Almost Meets Expectations” ratings and provides a minimal or unsupported rationale for why the curricula were chosen and how they support the vision.</p> <ul style="list-style-type: none"> <li>• For internally developed curricula, there is a limited or incomplete description regarding how the curriculum will be developed.</li> </ul>	<p>receive any “Does Not Meet” ratings on EdReports.org, but receive mostly “Almost Meets Expectations” ratings and provides a strong rationale for why the curricula were chosen and how they support the vision.</p> <ul style="list-style-type: none"> <li>• A sample scope and sequence for one subject in one grade of each division (elementary, middle, and high) is provided.</li> <li>• Applicant describes the curriculum and summarizes the curricular choices and the rationale for each.</li> <li>• For internally developed curricula, the applicant provides a detailed description regarding how the curriculum will be developed, including who will be responsible and when key stages will be completed.</li> <li>• The applicant has provided a description of the primary instructional strategies, along with a rationale.</li> </ul>	<p>mostly “Meets Expectations” ratings on EdReports.org and provides a strong rationale for why the curricula were chosen.</p> <ul style="list-style-type: none"> <li>• Applicant comprehensively describes the curriculum and its alignment to the goals, summarizes the curricular choices and the rationale for each -or- provides a detailed, comprehensive, and well-articulated description regarding how the curriculum will be developed.</li> <li>• There is a detailed, sophisticated, and comprehensive description of the primary instructional strategies along with compelling research, or experience- based rationale</li> </ul>
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<b>Fair - 4</b>	<b>Curriculum &amp; Instructional Design</b>
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<p><i>Evaluative Comments:</i></p>	<ul style="list-style-type: none"> <li>• The applicant provides a description of the basic learning environment, stating MCAA will maintain a small (generally no larger than 20 students per class), personalized learning environment that uses technology for blended learning and engages students in multi-disciplinary projects within non-traditional, multi-age classrooms. The applicant states MCAA will ensure that the physical environment is inclusive of student needs as well as interest and the space will be reflective of the students (p. 16). During the interview, the applicant explained that the classroom will look open, inviting, and collaborative. Further, they stated that the classroom will be filled with materials to which students can relate. For example, classrooms will be print rich with print that relates to students’ cultures and lesson while lessons will be based on the cultural experiences of the students.</li> <li>• The applicant states that MCAA has preliminarily (p. 19) selected EngageNY as their base curriculum for ELA and math as well as Amplify for science (p. 19). They also state that the school will use the Summit Learning (SL) platform and curriculum as a base for personalized learning (p. 7-8). Amplify is available for grades 6-8. There is no evidence that the applicant has identified curriculum for high school science or for social studies. While the EdReports ratings for EngageNY ELA and Amplify are sufficient, EngageNY Math is not rated. During the interview, the applicant confirmed that the school will use EngageNY and stated that the school will also use Eureka Math. They stated that EdReports information shows EngageNY is rated as very high in both ELA and math. The applicant also reported that the science and social studies curriculum will relate to students’ own history (e.g., reflective of LBGTQ black and LatinX students); however, curriculum has not been selected.</li> <li>• The applicant provides rationale for selection of EngageNY and for SL. For example, they state EngageNY was selected for its rigor, alignment to state standards, and their low cost. Further, they state that EngageNY materials are vertically aligned in grades K-12 and therefore support the school’s vision given they will support their students who will be learning at their own pace (p20). Similarly, they state that SL supports the school’s vision as it allows teachers to create a personalized learning experience (p. 29).</li> <li>• According to the application, some curriculum will be internally developed (prior to and during the first year of operation (Attachment 2.1) because they believe that not one commercially-produced curriculum best fits the needs of all students culturally, emotionally, and academically (p. 19). Attachment 2.1, the proposed curriculum development plan, states that the MCAA faculty will engage in an intense unpacking of the Alabama Course of Study, College and Career Ready Standards for all content areas. During the interview, the applicant stated that the principal will hold responsibility for internally developed curriculum. Further, they state that MCAA will create pacing guides and benchmark guides to lead the learning, overall, on all grade levels throughout the school year.</li> </ul>
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<b>Student Performance Standards</b>			
<b>Weak 1</b>	<b>Fair 2</b>	<b>Very Good 3</b>	<b>Excellent 4</b>
<ul style="list-style-type: none"> <li>• There is little or no description of the student performance</li> </ul>	<ul style="list-style-type: none"> <li>• There is a description of the student performance standards for the school as a whole,</li> </ul>	<ul style="list-style-type: none"> <li>• There is a description of the student performance standards for the school as a</li> </ul>	<ul style="list-style-type: none"> <li>• There is a comprehensive description of the student</li> </ul>

<p>standards for the school as a whole.</p> <ul style="list-style-type: none"> <li>The applicant has insufficiently or not addressed policies, standards, and/or expectations for promoting students.</li> <li>The applicant has provided little to no description of the school's exit standards for graduating students.</li> </ul>	<p>though, the description does not address all grades and is limited in detail.</p> <ul style="list-style-type: none"> <li>The applicant has mentioned the policies, standards, and expectations for promoting students from one grade to the next and that they are based on research and/or best practices.</li> <li>The applicant has provided the school's exit standards for graduating students, though it is not clear what students in the last grade served will know and be able to do to meet or exceed all state grade level expectations</li> </ul>	<p>whole and they are aligned with state standards.</p> <ul style="list-style-type: none"> <li>The proposed policies, standards, and expectations for promoting students from one grade to the next are based on research and/or best practices and there is a culturally responsive(1) plan for clearly communicating these criteria to staff, students, and families.</li> <li>The applicant has provided the school's exit standards for graduating students which clearly set forth what students in the last grade served will know and be able to do.</li> </ul>	<p>performance standards for the school as a whole.</p> <ul style="list-style-type: none"> <li>The proposed policies, standards, and expectations for promoting students from one grade to the next are based on research and/or best practices, demonstrate high standards for students and are well aligned to the school's education program, mission, and vision. The applicant has provided a strong, culturally responsive(1) plan for clearly communicating these criteria.</li> <li>The applicant has provided the school's exit standards for graduating students which clearly set forth what students in the last grade served will know and be able to do.</li> </ul>
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<b>Excellent – 4</b>	<b>Student Performance Standards</b>
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> <li>The applicant group states that the school's student performance standards will be based on Alabama College and Career Ready Standards (CCRS). Further, teachers will use the State of Alabama Courses of Study to deliver all courses and to ensure instruction is aligned to state expectations.</li> <li>On page 24, the applicant group provides the school's promotion policy (e.g., promotion will be based on credit accumulation, based on 70% score); however, they provide no evidence that the policy is research based. Further, while they state verbal communication will be translated (p. 25) and they will help parents set up access to student's online platform, the plan for communicating promotion criteria is not necessarily culturally responsive.</li> <li>According to the application, MCAA will adopt the graduation requirements approved by the Alabama State Board of Education. While the applicant lists Alabama's College and Career Readiness indicators/Targets, they do not state what students in the last grade served will know and be able to do to meet or exceed all state grade level expectations</li> </ul>

<b>HS Graduation Requirements (HS Only)</b>			
<b>Weak 1</b>	<b>Fair 2</b>	<b>Very Good 3</b>	<b>Excellent 4</b>
<ul style="list-style-type: none"> <li>There is little or no description of how the school will meet the requirements described <b>and/or</b></li> <li>little or no explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered.</li> <li>If graduation requirements for the school will exceed state standards, there is not an explanation of the additional requirements.</li> <li>There is little or no explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities.</li> <li>There is little or no explanation of the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.</li> </ul>	<ul style="list-style-type: none"> <li>There is a limited description with insufficient detail on how the school will meet the requirements described,</li> <li>along with an explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered; and</li> <li>if graduation requirements for the school will exceed state standards, an explanation of the additional requirements was minimally described.</li> <li>The explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities lacks clarity and sufficient detail.</li> <li>There is a limited or insufficient explanation of the systems and structures the school will implement for serving students at risk of dropping out.</li> </ul>	<ul style="list-style-type: none"> <li>There is a description of how the school will meet the requirements described,</li> <li>along with an explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered.</li> <li>If graduation requirements for the school will exceed state standards, there is an explanation of the additional requirements.</li> <li>There is an explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities.</li> <li>There is a clear description of the systems and structures the school will implement for serving students at risk of dropping out and/or not meeting the proposed graduation requirements.</li> </ul>	<ul style="list-style-type: none"> <li>There is a clear and comprehensive description of how the school will meet the requirements described,</li> <li>along with a strong explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered.</li> <li>If graduation requirements for the school will exceed state standards, there is an explanation of the additional requirements.</li> <li>There is a clear and convincing description of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities.</li> <li>There is a thorough and sophisticated description of the systems and structures used for students at risk of dropping out.</li> </ul>

<b>Excellent – 4</b>	<b>HS Graduation Requirements (HS Only)</b>
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> <li>The applicant provides description of how MCAA will meet high school requirements (earning 24 credits with a minimum passing score of 70% and meeting state attendance requirements) with the option for credit recovery (p. 27).</li> <li>The applicant explains how students earn credit hours (e.g., half credit for a semester-long course); how GPA is calculated (e.g., four grade point average scale, dividing total amount of grade points earned by total attempted); and information on transcripts (all completed coursework, grades, GPA, state test scores and AP as well as dual credits, p. 25). The applicant does not name what elective courses will be offered.</li> <li>The applicant states that graduation requirements will not exceed state standards.</li> <li>The applicant explains that graduation requirements will prepare students for post-secondary success and all students will be encouraged to enroll in in postsecondary technical or academic dual enrollment courses, AP courses, or industry apprenticeship programs before graduation (p. 28). While they state that the college course taking experience will prepare students for success, they do not articulate how they will ensure student readiness for other postsecondary opportunities.</li> <li>While the applicant describes a credit recovery program (p. 25-26), they do not explain the systems or structures MCAA will implement for students at risk of dropping out.</li> </ul>

**School Calendar and Schedule**

<b>Weak 1</b>	<b>Fair 2</b>	<b>Very Good 3</b>	<b>Excellent 4</b>
<ul style="list-style-type: none"> <li>There is little or no description of the annual academic schedule for the school,</li> <li>how the calendar reflects the needs of the educational program and meets the school’s proposed calendar for the first year of operation</li> <li>...does not include the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days.</li> <li>The applicant has provided little or no evidence regarding the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects, <b>and/or</b></li> <li>there is little or no explanation on how the school’s daily and weekly schedule will be optimal for student learning.</li> </ul>	<ul style="list-style-type: none"> <li>There is a description of the annual academic schedule for the school, though it does not clearly explain <b>and/or</b></li> <li>demonstrate how the calendar reflects the needs of the educational program and meets Alabama’s Standards.</li> <li>The school’s proposed calendar for the first year of operation lacks sufficient detail regarding the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days.</li> <li>The applicant has provided limited and insufficient detail regarding the structure of the school day and week, including the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies, the start and dismissal times.</li> <li>There is a minimal explanation why the school’s daily and weekly schedule will be optimal for student learning.</li> </ul>	<ul style="list-style-type: none"> <li>There is a clear description of the annual academic schedule for the school which explains <b>and</b></li> <li>demonstrates how the calendar reflects the needs of the educational program and meets Alabama’s Standards.</li> <li>The school’s proposed calendar for the first year of operation includes the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days.</li> <li>The applicant describes the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, and the start and dismissal times.</li> <li>There is an explanation why the school’s daily and weekly schedule will be optimal for student learning.</li> <li>The minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade has been provided along with a sample daily and weekly schedule for each division of the school.</li> </ul>	<ul style="list-style-type: none"> <li>There is a clear and compelling description of the annual academic schedule for the school which explains <b>and</b></li> <li>demonstrates how the calendar reflects the needs of the educational program and meets or exceeds Alabama’s Standards.</li> <li>The school’s proposed calendar for the first year of operation includes the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days.</li> <li>The applicant has comprehensively described the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, and the start and dismissal times.</li> <li>There is a strong and sophisticated explanation as to why the school’s daily and weekly schedule will be optimal for student learning and faculty/staff development needs.</li> </ul>

<b>Very Good - 3</b>	<b>School Calendar and Schedule</b>
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> <li>The applicant provides a description of MCAA’s annual academic schedule (four quarters with approximately 45 days per quarter) with a block schedule T-F.</li> <li>The applicant states the calendar will be divided into four quarters with 180 total days. During the interview, the applicant explained that the school calendar is based on the district’s calendar and, it will, therefore, meet the needs of the education program and AL’s standards.</li> <li>The calendar (Attachment 5) for Year One includes total number of instructional days (180) and identifies holidays. While the calendar’s key includes exams, the copy is not legible and does not distinguish state assessment exams. During the interview, the applicant stated that they will adopt the district calendar which</li> </ul>

	<p>includes three make-up days in case of inclement weather. The applicant stated that the total number of instructional hours would equal 180 days multiplied by the daily number of hours (roughly 7.5) and that the schedule was based on the Pike Road School’s calendar (in Montgomery, AL); however, they did not identify the total number of instructional hours but did state that the proposed schedule was amendable.</p> <ul style="list-style-type: none"> <li>• The applicant states there will be 6.06 instructional hours/day with classes beginning at 9:00 a.m. and ending at 4:15 pm. While the applicant states that AL requires students be scheduled for 90 minutes for ELA and math per day, review of the schedule (Attachment 5.1) does not show that this requirement will be met. Further, while the applicant states in the application that subjects other than math and ELA are variable (p.29), they explained in the interview that ELA and math blocks would be scheduled for 90 minutes per day while science and social studies classes would likely be 40 minutes long and held four days of the week.</li> <li>• While the applicant states the schedule allows for mentoring, PLC, PD, collaborative projects, parent meetings, and teacher planning, as well as provides for students’ needs by providing time in all core content areas and for PBL. During the interview, the applicant explained that the school’s daily and weekly schedule will be optimal for student learning. For example, they stated that the daily intervention and mentoring period, would support goal setting and relationship-building. Further, they stated that the mentoring block would help students learn that the future is filled with options.</li> </ul>
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**School Culture**

<b>Weak 1</b>	<b>Fair 5</b>	<b>Very Good 15</b>	<b>Excellent 20</b>
<ul style="list-style-type: none"> <li>• There is little or no description of the culture of the proposed school or an explanation of how it will promote a positive and culturally inclusive academic environment and reinforce student intellectual and social development.</li> <li>• There is little or no description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, and/or</li> <li>• there is little or no description of a plan for enculturating students who enter the school mid-year.</li> </ul>	<ul style="list-style-type: none"> <li>• The description of the culture of the proposed school lacks sufficient detail as to how it will promote a positive and culturally inclusive academic environment and reinforce student intellectual and social development.</li> <li>• There is a limited explanation of how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year;</li> <li>• demonstrates a limited or incomplete understanding of how to create and implement a positive school culture.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a description of the culture of the proposed school, explaining how it will promote a positive and culturally inclusive academic environment and reinforce student intellectual and social development.</li> <li>• There is a description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a compelling description of the culture of the proposed school, explaining how it will build, promote, and sustain a positive and culturally inclusive academic environment and reinforce student intellectual and social development.</li> <li>• The applicant’s description demonstrates a solid understanding and strong capacity to practice cultural inclusiveness.</li> <li>• There is a well-articulated, comprehensive and compelling description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year.</li> </ul>

<b>Excellent – 20</b>	<b>School Culture</b>
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<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> <li>• The applicant explains that the school culture will be LGBTQ affirming where each student is empowered to succeed and build their path to success (p. 29). They also state the culture will be inclusive, developed collaboratively, and based on restorative practices with wrap around services to address undesirable behaviors. The applicant’s description of a typical student day (p. 31-32) provides some detail to show how MCAA will promote a positive culturally inclusive environment and reinforce student intellectual and social development. During the interview, the applicant explained that the school culture would reinforce a safe, inclusive learning environment with clear expectations and creation of a collaborative school “family.”</li> <li>• During the interview, the applicant described an understanding and strong capacity to practice culture inclusiveness. For example, board member and the BAO ED described the target populations’ needs, as well as the resources (e.g., mentors), practices (restorative circles), and wraparound services (e.g., counseling) that will provide students with an affirming environment that is safe for learning.</li> <li>• The applicant indicates that the school culture is described in literature as the norms and shared experiences that evolve over time (p. 30). The applicant states (p. 31) that MCAA will involve all students and families in a comprehensive orientation of the school and the culture prior to starting at the school. During the interview, the applicant explained that the orientation will be used to lay out expectations and to begin the creation of a student family or a collaborative family that sets the foundation for moving ahead. In addition, the applicant group explains (p. 31) that students entering mid-year will meet with their adult mentor, counselor, and student mentor to assist them in becoming acquainted with operations. During the interview, the applicant stated that students entering mid-year will be connected with a mentor student as well as an adult mentor to be acquainted with the school culture.</li> </ul>
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Supplemental Programming			
Weak 1	Fair 2	Very Good 3	Excellent 4
<ul style="list-style-type: none"> <li>There is little or no description of culturally responsive(1) extracurricular or co-curricular activities offerings and how they will be delivered and funded. <b>and/or</b></li> <li>there is no description of how the school will pay for student participation in district sponsored interscholastic programs.</li> <li>There is little or no description of culturally responsive(1) programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population.</li> </ul>	<ul style="list-style-type: none"> <li>The description of culturally responsive(1) extracurricular or co-curricular activities offerings and how they will be delivered and funded is limited in scope <b>and/or</b></li> <li>does not provide sufficient detail to determine sufficient resources and/or program viability. <b>and/or</b></li> <li>the applicant minimally addressed how the school will pay for student participation in district sponsored interscholastic programs.</li> <li>The description of culturally responsive(1) programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population is limited in scope and/or does not provide sufficient.</li> </ul>	<ul style="list-style-type: none"> <li>There is a clear description of culturally responsive(1) extracurricular or co-curricular activities offerings <b>and</b></li> <li>how they will be delivered and funded, including the schedule, length, and anticipated participants.</li> <li>There is a description of how the school will pay for student participation in district sponsored interscholastic programs.</li> <li>There is a clear description of culturally responsive(1) programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population.</li> </ul>	<ul style="list-style-type: none"> <li>There is a clearly and convincingly articulated and comprehensive description of culturally responsive(1) extracurricular or co-curricular activities offerings <b>and</b></li> <li>how they will be delivered and funded, including the schedule, length, and anticipated participants, <b>and</b></li> <li>how the school will pay for student participation in district sponsored interscholastic programs.</li> <li>There is a clearly articulated and compelling description of culturally responsive(1) programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population.</li> </ul>
Excellent– 4	Supplemental Programming		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> <li>The applicant explains that MCAA will offer a four-week summer school for promotion, credit recovery, and enrichment. (8:00 a.m. - 1:00 p.m. daily). They also state that they will seek partnerships with local entities for enrichment activities and will encourage students to join organizations (debate, drama, social justice, gardening). During the interview, the applicant explained that the proposed supplemental programming opportunities are culturally responsive because they are directly informed by student interest and will be open to all students.</li> <li>During the interview, the applicant explained that enrichment activities will likely take place after school at the school or at local venue (e.g., the community theatre). They also stated that they would find a way to fund programs, such as using grant money or raising funds. Further, they stated that students would select to participate in alignment with interest and the activities would be led by people who have interest in those areas, including staff and external partners (e.g., the local arts groups or farm).</li> <li>During the interview, the applicant stated that the school would participate in interscholastic programs such as the math derby or spelling bee in response to student interest. Again, they stated that the school would raise money as necessary or rely upon community partners.</li> <li>The applicant states on page six that students will have access to services at the Magic City Wellness Center (MCWC), the Magic Center Acceptance Center (MCAC), and BAO. During the interview, the applicant described the culturally responsive programming that will be offered to address mental and emotional health of all students. For example, they stated that BAO’s seven counselors and 14 social workers would support MCAA students. They also explained that BAO is already providing services to students in the community and MCAC is providing students with a safe place to be themselves and feel supported.</li> </ul>		
Special Populations and At-Risk Students			
Weak 1	Fair 5	Very Good 10	Excellent 15
<ul style="list-style-type: none"> <li>The applicant has provided little to no description of an overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out is limited and lacks sufficient detail.</li> </ul>	<ul style="list-style-type: none"> <li>The overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out, is limited and lacks sufficient detail.</li> </ul>	<ul style="list-style-type: none"> <li>There is a description of the overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out.</li> </ul>	<ul style="list-style-type: none"> <li>There is a clear and comprehensive description of an overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out.</li> </ul>

<ul style="list-style-type: none"> <li>The plan minimally or does not address how the school will meet students' needs in the least restrictive environment.</li> </ul>	<ul style="list-style-type: none"> <li>The plan minimally addresses how the school will meet students' needs in the least restrictive environment.</li> </ul>	<ul style="list-style-type: none"> <li>The plan addresses how the school will meet students' needs in the least restrictive environment.</li> </ul>	<ul style="list-style-type: none"> <li>The plan thoroughly addresses how the school will meet students' needs in the least restrictive environment and the school calendar and schedule is supportive of the needs.</li> </ul>
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<b>Excellent - 15</b>	<b>Special Populations and At-Risk Students</b>
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<p><i>Evaluative Comments:</i></p>	<ul style="list-style-type: none"> <li>The applicant states the school will utilize a multi-tiered approach for any student that demonstrates need (p. 37). The applicant describes some plans (with limited and insufficient detail) to serve students with disabilities, gifted students (enrichment opportunities, independent study, etc.), and English Language Learners (e.g., instructional strategies on pp 44-45). During the interview, the applicant explained that students with 504 plans will be served in accordance to their 504 plan that was or is developed based on their needs (such as attention deficit disorder) and may call for an accommodation or modification. They also stated that students at risk of academic failure or dropping out would be supported through personalized goal setting. Further, they stated that the school will seek to break down student barriers prior to grade 11 and will pull students back in to being successful in school. Finally, the applicant stated that MCAA has been designed to serve students that are struggling and may have already dropped out.</li> <li>The applicant provides assurance that they will comply with federal and state requirements to place students in the least restrictive environment (p. 39). During the interview, the applicant stated that the school would meet students' needs in the Least Restrictive Environment (LRE). They explained that students will be provided with push-in, pull-out services or a self-contained classroom as determined by an Individualized Education Plan (IEP) in accordance to federal guidelines.</li> </ul>
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<b>Student Recruitment &amp; Enrollment</b>
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<b>Weak 1</b>	<b>Fair 2</b>	<b>Very Good 3</b>	<b>Excellent 4</b>
<ul style="list-style-type: none"> <li>There is little or no description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families <i>and/or</i></li> <li>the applicant has minimally or not described the school's plan for outreach to at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>There is a limited and incomplete description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families, <i>and/or</i></li> <li>the applicant has minimally described the school's plan for outreach to at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>There is a description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families.</li> <li>The applicant has specifically described the school's plan for outreach to at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>There is a comprehensive and compelling description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families.</li> <li>The applicant has specifically and completely described the school's plan for outreach to at-risk students, including evidence of targeted outreach plans to specific neighborhoods or zip codes, identified based on the proposed student population and the mission of the school.</li> </ul>

<b>Excellent - 4</b>	<b>Student Recruitment &amp; Enrollment</b>
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<p><i>Evaluative Comments:</i></p>	<ul style="list-style-type: none"> <li>The applicant states MCAA will market the school upon approval through focus group, flyers, neighborhood meetings, informational sessions, social media (e.g., Instagram, Facebook, Twitter), LGBTQ student groups, PFLAG (Parents, Families and Friends of Lesbians and Gays) meetings, and brochures. They state informational sessions will be held in different areas of the city (p.46). Further, during the interview, they described culturally inclusive aspects of the plans and how their marketing and recruitment will provide equal access to all interested. For example, they stated that advertising and print media would specify that MCAA was open to all students and a lottery would provide all students with equal access.</li> <li>The applicant group described the school's plans for outreach to at-risk students. During the interview, the applicant explained that the whole target community is at risk, including students who are homeless, not accepted for who they are, living under the poverty line, and members of immigrant families. Further, they explained that MCAA staff will take the school's message into the community and will rely upon contacts in communities to help them find parents of students who are not succeeding. They also stated that MCAA will leverage the relationships of MCAC members to recruit at-risk students to the school.</li> </ul>
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<b>Student Discipline Policy &amp; Plan</b>
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<b>Weak 1</b>	<b>Fair 2</b>	<b>Very Good 3</b>	<b>Excellent 4</b>
<ul style="list-style-type: none"> <li>The applicant has provided little or no description of the proposed discipline plan, with little or no detail on how the</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has provided a limited and insufficient description of the proposed discipline plan, with insufficient</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has provided a detailed description of the proposed discipline plan, along with a detailed explanation of</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has provided a convincing, comprehensive, and thorough description of the proposed discipline plan, with</li> </ul>

<p>plan is based on some combination of research, theory, experience, and best practices, <b>and/or</b></p> <ul style="list-style-type: none"> <li>little or no explanation on how the discipline policy will be culturally responsive(1) and effective for the anticipated student population, and/or little or no demonstration of compliance with applicable state laws and authorizer policies.</li> </ul>	<p>detail on how the plan is based on some combination of research, theory, experience, and best practices, <b>and/or</b></p> <ul style="list-style-type: none"> <li>little or no demonstration or explanation on how the discipline policy will be culturally responsive(1) and effective for the anticipated student population, or in compliance with applicable state laws and authorizer policies.</li> </ul>	<p>how the plan is based on some combination of research, theory, experience, and best practices, and a clear demonstration <b>and</b></p> <ul style="list-style-type: none"> <li>explanation on how the discipline policy will be culturally responsive(1) and effective for the anticipated student population and has demonstrated compliance with applicable state laws and authorizer policies.</li> </ul>	<p>detail on how the plan is based on some combination of research, theory, experience, and best practices, and a clear and sophisticated demonstration <b>and</b></p> <ul style="list-style-type: none"> <li>explanation on how the expectations and discipline policy will be culturally responsive(1) and effective for the anticipated student population, and has comprehensively demonstrated compliance with applicable state laws, authorizer policies, and due process requirements.</li> <li>The applicant demonstrates the capacity to successfully implement the discipline plan schoolwide.</li> </ul>
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<b>Excellent - 4</b>	<b>Student Discipline Policy &amp; Plan</b>
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<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> <li>The applicant states that the school will utilize restorative discipline practices as part of the multi-tiered system of supports (p. 48). During the interview, they explained that National Education Association (NEA) research as well as the restorative justice practices that are being implemented in Baltimore, Delaware, and Denver have informed the school’s proposed practices.</li> <li>The applicant names the basic tenets of restorative practices and the general principles of its discipline practices (p. 47-48). The applicant explained that the proposed practices are culturally responsive as they are designed to give a voice to their LGBTQ students (Attachment 11.1, p. 7) and to respond to victims’ needs (p. 51). Also, during the interview, they stated that the discipline policy would be effective for the anticipated student population because it supports a safe and inclusive space that provides a school-based system of justice that mirrors what they and students desire in the greater community. For example, rather than a “three strikes and you’re out” system, restorative practices give people a chance to own behavior while also supporting communication between a victim and an offender. However, the discipline policy does not articulate due process requirements.</li> <li>The applicant demonstrated capacity to implement the discipline plan. For example, the applicant explained how principles are based on national practices and that research as well as reading informed practices (e.g., circle and reflection time) that would be implemented at the school.</li> </ul>
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<b>Family &amp; Community Involvement</b>
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Weak 1	Fair 2	Very Good 3	Excellent 4
<ul style="list-style-type: none"> <li>The applicant has provided little or no description and/or evidence of the specific role to date of the parents/guardians and community members involved in developing the proposed school and/or any other evidence of parent/guardian and community support for the proposed charter school.</li> <li>The applicant has provided little or no evidence that the school has assessed and built parent/guardian and community demand for the proposed school <b>and/or</b></li> <li>little to no description how the school will engage families and community members from the time that the school is approved through opening.</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has described and provided evidence on the role to date of the parents/guardians and community members involved in developing the proposed school <b>and</b></li> <li>has mentioned other evidence of parent/guardian and community support for the proposed school, though the information is limited and lacking in sufficient detail to determine engagement.</li> <li>The applicant has demonstrated some assessment of parent/guardian and community demand for the proposed school, though its description of how the school will engage families and community members from the time that the school is approved through</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has described and provided evidence on the specific role to date of the parents/guardians and community members involved in developing the proposed school <b>and</b></li> <li>has included any other evidence of parent/guardian and community support for the proposed charter school.</li> <li>The applicant demonstrates that the school has assessed and built parent/guardian and community demand for the proposed school and describes how the school will engage families and community members from the time that the school is approved through opening.</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has articulately described, in detail, and provided evidence on the specific role to date of the parents/guardians and community members involved in developing the proposed school <b>and</b></li> <li>has included any other evidence of parent/guardian and community support for the proposed charter school.</li> <li>The applicant convincingly demonstrates that the school has assessed and built strong parent/guardian and community demand for the proposed school and comprehensively describes how the school will engage families and community members from the time that the school is approved through opening with realistic and</li> </ul>

	opening has limited outreach strategies, and the nature of family and community engagement is unclear.		diverse outreach strategies designed to reach a broad audience and ensure genuine community and family engagement.
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<b>Very Good - 3</b>	<b>Family &amp; Community Involvement</b>
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> <li>During the interview, the applicant explained that families and community members have had a role in developing the proposed school. For example, in response to input, the school model shifted from an online to a brick-and-mortar model. Further, they stated that since 2014, more than 1,200 youth have been served at MCAC and the MCAC program has evolved with the youth into a larger community which, in turn, progressed to the school's development.</li> <li>The application (Attachment 13.2) includes letters of support from community (Magic City Spiritual Community, Children's Policy Council, GSA network, LGBTQ Fund of the Community Foundation of Greater Birmingham), but not from parents. During the interview, the applicant explained that more than 100 people showed support for MCAA at the State hearing with the Birmingham Board of Education; however, no evidence was provided to demonstrate parental support.</li> <li>During the interview, the applicant stated that conversations, including those with families that are actively involved with youth at MCAC (roughly 100-150), tell them that parent demand is high. Although no evidence was provided to show the school has assessed parent demand for the school, the applicant states (p. 57) that upon approval until opening day, they will connect with families and community members as allies through a variety of methods to engage families, including social media, email monthly informational meetings, and news/media reports.</li> </ul>

**Educational Program Capacity**

<b>Weak 1</b>	<b>Fair 5</b>	<b>Very Good 15</b>	<b>Excellent 20</b>
<ul style="list-style-type: none"> <li>The applicant has not provided the key members of the school's leadership team and who will be responsible for development and opening of the school.</li> <li>There is <i>little or no description</i> of the team's individual and collective qualifications for implementing the school design successfully, and/or no team capacity in: <ul style="list-style-type: none"> <li>School leadership, administration, and governance;</li> <li>Curriculum, instruction, and assessment;</li> <li>Performance management;</li> <li>Cultural competence/inclusiveness;</li> <li>Family and community engagement;</li> <li>Special populations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The applicant has provided key members of the school's leadership team who will be responsible for development and opening of the school, though it is unclear if all members have been identified.</li> <li>The applicant has provided limited or insufficient detail on some or all of the following descriptions of the team's individual and collective qualifications for implementing the school design successfully, which includes team capacity in: <ul style="list-style-type: none"> <li>School leadership, administration, and governance;</li> <li>Curriculum, instruction, and assessment;</li> <li>Performance management;</li> <li>Cultural competence/inclusiveness;</li> <li>Family and community engagement;</li> <li>Special populations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Key members of the school's leadership team who will be responsible for development and opening of the school have been identified.</li> <li>There is a description of the team's individual and collective qualifications for implementing the school design successfully, which includes team capacity in areas such as: <ul style="list-style-type: none"> <li>School leadership, administration, and governance;</li> <li>Curriculum, instruction, and assessment;</li> <li>Performance management;</li> <li>Cultural competence/inclusiveness;</li> <li>Family and community engagement;</li> <li>Special populations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Key members of the school's leadership team who will be responsible for development and opening of the school have been identified and are actively involved in school development.</li> <li>The applicant has comprehensively and convincingly demonstrated strong individual and collective team qualifications for implementing the school design successfully, and addressed team capacity in areas such as: <ul style="list-style-type: none"> <li>School leadership, administration, and governance;</li> <li>Curriculum, instruction, and assessment;</li> <li>Performance management;</li> <li>Cultural competence/inclusiveness;</li> <li>Family and community engagement;</li> <li>Special populations.</li> </ul> </li> </ul>

<b>Excellent – 20</b>	<b>Educational Program Capacity</b>
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> <li>The applicant notes that they have identified a principal and five board members. According to the applicant, during the interview, the principal and board members have been actively involved in developing the school. For example, they explained that feedback from each members' discussions with community members and families was applied to school development. They also stated that the MCAA leadership team will include the following positions/personnel: Principal, Chief Academic Officer/Assistant Principal, Director of Operations and Lead Counselor. Attachment 15.1 notes that the leadership positions will be filled in Fall/Winter 2020/2021 and note that additional board members will be identified in due time (p. 63).</li> <li>According to review of board members' resumes and the narrative, the team holds capacity in school leadership, administration, curriculum, and governance (i.e., the proposed principal has served as a K-5 and</li> </ul>

	<p>K-8 principal). Further, board members hold experience in cultural competence, inclusiveness as well as family and community engagement (in particular, the Executive Director of Birmingham AIDS Outreach [BAO]). During the interview, the applicant described the deep level of trust that BAO has built in the community through years of engagement. Further, the proposed principal described past experience as a special education teacher and a principal where responsibilities included managing school performance to turn a low performing school around. He attributed part of his success to regularly collaborating teachers and using data to hold teachers accountable.</p>
<p><b>Section Score</b> <b>89/107</b></p>	<p><b>Section 1: Educational Program</b></p>

**SECTION 2. OPERATIONS PLAN - 69 points**

<b>Organization Structure &amp; Partnerships</b>			
<b>Weak 1</b>	<b>Fair 3</b>	<b>Very Good 5</b>	<b>Excellent 7</b>
<ul style="list-style-type: none"> <li>The applicant has failed to submit organizational charts.</li> <li>The organization charts do not delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school.</li> <li>The organization charts document clear lines of authority and reporting within the school.</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has partially submitted organizational charts.</li> <li>Organization charts <i>partially</i> include the roles and responsibilities of the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school.</li> <li>The organization charts document lines of authority and reporting within the school.</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has submitted organizational charts.</li> <li>The organization charts include roles and responsibilities of the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school.</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has submitted organizational charts.</li> <li>Organization charts clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school.</li> <li>Evidence is provided that partnerships with such external organizations are in place.</li> </ul>
<b>Excellent - 6</b>	<b>Organization Structure &amp; Partnerships</b>		
<i>Evaluative Comments</i>	<ul style="list-style-type: none"> <li>The application (Attachment 17) includes three organizational charts (start-up, Year One, and Year 1-5).</li> <li>The organizational charts include some of the roles but not all. During the interview, the applicant explained that the school leadership team will include the principal, Chief Administrator Officer (CAO), lead counselor, and one lead member from each grade level. Further, they stated that the principal will oversee partnerships and, once advisories are created, they will report to the board. While the organizational charts within the application do not clearly present lines of authority or explain BAO's role in managing the school, the applicant explained during the interview that the principal will report to the MCAA board and the MCAA board reports to the authorizer. They indicated that MCAA will be its own 501c3.</li> <li>The application includes a copy of MCAA's contract with NSVF for back office services. While the applicant stated that a copy of the school's Memorandum of Understanding (MOU) with BAO was submitted as part of the application, the attachment (27.3) referenced describes a property lease agreement. It does not present the services that BAO will provide to the school.</li> </ul>		
<b>Governing Board</b>			
<b>Weak 1</b>	<b>Fair 5</b>	<b>Very Good 10</b>	<b>Excellent 15</b>
<ul style="list-style-type: none"> <li>The applicant has provided little or no description of the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.</li> <li>The applicant describes the size, current and desired composition, powers, and duties of the governing board.</li> <li>The applicant failed to identify key skills, areas of expertise, and constituencies that will be represented on the governing board.</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has described the governance structure of the proposed school, including the primary roles of the governing board, how it will interact with the principal/head of school and any advisory bodies,</li> <li>the size, current and desired composition, powers, and duties of the governing board,</li> <li>the key skills, areas of expertise, and constituencies that will be represented on the governing board, though has done so in a limited and non-specific manner.</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has described the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.</li> <li>The applicant describes the size, current and desired composition, powers, and duties of the governing board.</li> <li>The applicant identifies key skills, areas of expertise, and constituencies that will be represented on the governing board.</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has clearly outlined and described the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.</li> <li>The applicant clearly describes the size, current and desired composition, powers, and duties of the governing board.</li> <li>The applicant clearly identifies and outlines key skills, areas of expertise, and constituencies that will be represented on the governing board. Individuals who will serve key roles on the board have been identified and are committed.</li> </ul>

<b>Excellent–15</b>	<b>Governing Board</b>
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> <li>The applicant explains that the Board and school leader relationship is based on accountability; and the relationship is expected to change based on school’s development trajectory. During the interview, the applicant described the governance structure of the school, including the primary roles (chair, vice chair, secretary, and treasurer). The applicant explained that the board will interact with the principal at least monthly through both executive committee and full board meetings. Further, once advisory boards are created, they will work within the school and have access to the board at monthly meetings.</li> <li>According to the application, the board will include representatives from BAO and the Birmingham school system as well as parents and community members (p. 68). The applicant states the current board (with six members according to resumé review) will expand to 11 members. During the interview, the applicant stated that the desired composition will include more community members. They explained the powers and duties of the governing board, including oversight of the principal, policy creation, and responsibility for the school’s financial health.</li> <li>During the interview, the applicant stated that MCAA board members hold expertise in special education, academics, community engagement, finances, as well as a parent of a transgender child who understands students’ needs. The applicant stated that they seek to add a certified public accountant and an attorney to the board.</li> </ul>

**Staffing Plans**

<b>Weak 1</b>	<b>Fair 2</b>	<b>Very Good 3</b>	<b>Excellent 4</b>
<p>The applicant has provided little or no information on the staffing chart for the school (Commission template) with little or no notes or roster to identify the following:</p> <ul style="list-style-type: none"> <li>Year one positions, as well as positions to be added during the five (5) year charter contract;</li> <li>Administrative, instructional, and non-instructional personnel;</li> <li>The number of classroom teachers, paraprofessionals, and specialty teachers;</li> <li>Operational and support staff.</li> </ul>	<p>The applicant has provided a limited and/or incomplete staffing chart for the school with insufficient notes and/or a roster to identify the following:</p> <ul style="list-style-type: none"> <li>Year one positions, as well as positions to be added during the five (5) year charter contract;</li> <li>Administrative, instructional, and non-instructional personnel;</li> <li>The number of classroom teachers, paraprofessionals, and specialty teachers;</li> <li>Operational and support staff.</li> </ul>	<p>The applicant has provided a completed staffing chart for the school with accompanying notes or roster to identify the following:</p> <ul style="list-style-type: none"> <li>Year one positions, as well as positions to be added during the five (5) year charter contract;</li> <li>Administrative, instructional, and non-instructional personnel;</li> <li>The number of classroom teachers, paraprofessionals, and specialty teachers;</li> <li>Operational and support staff.</li> </ul>	<p>The applicant has provided a comprehensive and complete staffing chart for the school with thorough notes and connection to the needs of the student population. The roster identifies, minimally, the following:</p> <ul style="list-style-type: none"> <li>Year one positions, as well as positions to be added during the five (5) year charter contract;</li> <li>Administrative, instructional, and non-instructional personnel;</li> <li>The number of classroom teachers, paraprofessionals, and specialty teachers;</li> <li>Operational and support staff.</li> </ul>

**Fair – 2**

<i>Evaluative Comments:</i>	<b>Staffing Plans</b>
	<ul style="list-style-type: none"> <li>The applicant’s staffing chart (Attachment 23.1) shows positions for Years 1-5 of the term of the charter contract, including the principal and AP/academic officer, instructional staff (e.g., core, special, ELL, and special education teachers) as well as a social worker, counselor, and a media/IT specialist. However, leadership team members noted above, and operational staff members identified in the application, are not included on the staffing chart. Similarly, the applicant notes MCAA will have 4 teacher assistants (p. 73), a Director of Student and Adult Learning, and coaches (p. 74) but they are not included on the staffing chart. During the interview, the applicant reported that the MCAA staff will include the principal, CAO, lead counselor, Chief Operating Officer (COO), teaching assistants (4-6 depending on grant funding), instructional coaches (one at the middle and one at the high school level), curriculum specialist, and maybe a middle school and high school dean. However, the staffing plan is unclear and not fully developed.</li> </ul>

**Professional Development**

<b>Weak 1</b>	<b>Fair 3</b>	<b>Very Good 5</b>	<b>Excellent 7</b>
<ul style="list-style-type: none"> <li>There is little or no description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program;</li> <li>how the professional development plan will include the development and practice of cultural competence for all staff;</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has provided a limited description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program;</li> <li>how the professional development plan will include the development and practice of</li> </ul>	<ul style="list-style-type: none"> <li>There is a detailed description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program;</li> <li>how the professional development plan will include the development and practice</li> </ul>	<ul style="list-style-type: none"> <li>There is a detailed and thorough description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program;</li> <li>how the professional development plan will include the development and practice of</li> </ul>

<p>building staff capacity in the collection, analysis and use of performance data to improve student learning;</p> <p><b>and</b></p> <ul style="list-style-type: none"> <li>the extent to which professional development will be conducted internally or externally and will be individualized or uniform.</li> </ul>	<p>cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student learning;</p> <p><b>and</b></p> <ul style="list-style-type: none"> <li>the extent to which professional development will be conducted internally or externally and will be individualized or uniform.</li> </ul>	<p>of cultural competence for all staff, building staff capacity in the collection, analysis and use of performance data to improve student learning;</p> <p><b>and</b></p> <ul style="list-style-type: none"> <li>the extent to which professional development will be conducted internally or externally.</li> <li>There is a clear understanding of the capacity required to effectively deliver professional development training.</li> </ul>	<p>cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student learning;</p> <p><b>and</b></p> <ul style="list-style-type: none"> <li>the extent to which professional development will be conducted internally or externally and will allow for flexibility to meet individualized staff needs as well as align with collective schoolwide goals.</li> <li>There is a clear understanding of the capacity required to effectively deliver professional development training.</li> </ul>
<p><b>Excellent – 7</b></p>	<p><b>Professional Development (PD)</b></p>		
<p><i>Evaluative Comments:</i></p>	<ul style="list-style-type: none"> <li>The applicant lists major areas/core components of PD including standards, PLC training, PBL, literacy and math, SEL, Summit Learning, technology, assessment, and data. The applicant states that the PD will support teaching and learning. For example, during the interview, they stated that the month prior to opening will engage teachers in a deep dive into content areas and social-emotional learning. They also stated that PD through the school year will be ongoing and embedded rather than sit-and-get.</li> <li>The applicant states the PD plan will include school culture, LGBTQ+, affirming practices, SEL, diversity and data analysis, analyzing data. During the interview, the applicant explained that the PD plan will include the development and practice of cultural competence for all staff through the school’s partnership with BAO and adoption of BAO’s rule that staff members are required to attend a monthly training that is culturally relevant.</li> <li>The applicant indicates that the principal, will lead and coordinate PD and facilitate PLCs (p.74); literacy and math coaches will facilitate PD for tiered instruction; and grade level leads (or academic integration specialists) will lead training in partnership with the Director of Student and Adult Learning. They also note that MCAA will partner with external organizations (e.g., local universities, non-profit orgs, and curriculum vendors/publishers as well as Buck Institute); however, the extent to which PD will be conducted internally or externally is unclear as they state they will seek grants and funding for necessary training. Finally, the applicant states that a mentoring program will be provided for new teachers (p. 77) and first year teachers’ PD requirements will exceed experienced (18 hours vs. 12 pre-opening and 24 hours vs 12 hours), while PD will also be individualized through use of their observation tool and uniform.</li> <li>During the interview, the applicant stated that those delivering professional development would be experts in their area. Through identification of a number of perspective organizations (e.g., Summit Learning would lead PD on platform use), the proposed principal demonstrated that PD would be delivered by organizations or individuals with the capacity to do so effectively.</li> </ul>		



<b>Performance Management</b>			
<b>Weak 1</b>	<b>Fair 3</b>	<b>Very Good 5</b>	<b>Excellent 7</b>
<ul style="list-style-type: none"> <li>There is little or no description of mission-specific academic goals and targets are unclear in terms of the measures or assessments the school plans to use, and/or overall are not specific, measurable, action oriented, realistic, relevant, and time-bound.</li> <li>There is little to no description of how the school will measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.</li> </ul>	<ul style="list-style-type: none"> <li>Some of the mission-specific academic goals and targets are clear in terms of the measures or assessments the school plans to use, <b>and/or</b></li> <li>some are specific, measurable, action oriented, realistic, relevant, and time-bound.</li> <li>The description of how the school will measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract, is lacking in sufficient detail to determine the potential for implementation.</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has provided 3-5 mission-specific academic and organizational goals and targets. Goals are clearly stated in terms of the measures or assessments the school plans to use,</li> <li>are Specific, Measurable, Action-oriented, Realistic, and Time-bound (SMART).</li> <li>There is a detailed description of how the school will measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has provided 3-5 mission-specific academic and organizational goals and targets. All goals are clearly and completely stated in terms of the measures or assessments the school plans to use,</li> <li>are Specific, Measurable, Action-oriented, Realistic, and Time-bound (SMART).</li> <li>There is a compelling and convincing description of how the school will measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.</li> <li>There is a plan for corrective action a school will take if it falls short of goals at the schoolwide, classroom, or individual student level.</li> </ul>
<b>Excellent - 7</b>	<b>Performance Management</b>		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> <li>The applicant provides six academic goals (p. 79), including student achievement, student growth, college and career readiness, promotion, graduation, and attendance. During the interview, the applicant explained that beginning, middle, and end benchmarks will help them measure student achievement, as well as predict performance on the State assessment.</li> <li>Most of the goals listed in the application are SMART (specific, measurable, action oriented, realistic, relevant, and time-bound). For example, 90% average daily attendance or higher annually; 88% of students will graduate within four years or five years. During the interview, the applicant explained how the other goals would be SMART. For example, they stated that the ACT will be used to measure college-and-career readiness and the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) would be used to measure proficiency of students that had not taken the state assessment (and, all students in Year One given state testing was cancelled due to COVID).</li> <li>While the applicant states the NWEA MAP will be administered three times/year; and the school will use a litany of formative assessments (e.g., exit tickets, portfolios, presentations) throughout the year, the description of how MCAA will measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole is not provided. During the interview, the applicant stated that beginning, middle, and end-of-year benchmarks would permit them to measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract</li> <li>During the interview, the applicant stated that MCAA would scaffold support and find resources to provide additional support if the school falls short of goals at the schoolwide, classroom, or individual student level.</li> </ul>		
<b>Facilities</b>			
<b>Weak 1</b>	<b>Fair 3</b>	<b>Very Good 7</b>	<b>Excellent 10</b>
<ul style="list-style-type: none"> <li>There is little or no description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility.</li> </ul>	<ul style="list-style-type: none"> <li>There is a description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines,</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has identified prospective facilities as well as the process for securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has secured an adequate and suitable facility or can show a contingent facility agreement.</li> </ul>

	financing, etc. It is unclear if these steps are sufficient.		
<b>Excellent -10</b>	<b>Facilities</b>		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> <li>During the interview, the applicant stated that MCAA has secured a three-story facility and have plans to finalize an approved offer on August 14, 2020. They reported that construction is scheduled to begin the following week. Further, in the application the applicant identified a contingency plan, stating they had identified two potential spaces and BAO's real estate developer, Farris Properties, has agreed to purchase a building and lease it to BAO for use by MCAA (sample, non-binding MOU in Attachment 27.3). The applicant's timeline shows that Farris will purchase and design the facility by August 2020, construction will start in September 2020 and school will take possession in July 2021. Further, the budget model includes over \$1.5M in expenses for furniture, fixtures, and equipment (FF&amp;E) as well as rent assumptions with a remaining fund balance to finance the facility.</li> </ul>		
<b>Startup &amp; Ongoing Operations</b>			
<b>Weak 1</b>	<b>Fair 5</b>	<b>Very Good 10</b>	<b>Excellent 15</b>
<ul style="list-style-type: none"> <li>The applicant has provided little or no information or a description of its start-up plan for the school.</li> <li>The proposed start-up year budget is not clearly aligned to stated goals.</li> <li>The applicant has provided little or no information or a description of the school transportation plan.</li> <li>The applicant has provided little or no information or a description of the plans for food service and other significant operational or ancillary services.</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has provided some or part of the start-up plan for the school, though is missing tasks and lacks details in some or all of the required plans.</li> <li>The proposed start-up year budget is partially aligned to stated goals.</li> <li>The applicant has provided a limited description or insufficient detail for one, some, or all of the school transportation plan.</li> <li>The applicant has provided a limited description or insufficient detail for the plans for food service and other significant operational or ancillary services.</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has provided a detailed start-up plan for the school, specifying tasks, timelines, and responsible individual(s).</li> <li>Said plan is in alignment with the proposed start-up year budget. The applicant has provided a school transportation plan with arrangements for prospective students, daily transportation needs, <b>and</b></li> <li>a description of how the school plans to meet transportation needs for field trips and athletic events.</li> <li>The applicant has outlined the plans for food service and other significant operational or ancillary services.</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has provided a clear, compelling, and detailed start-up plan for the school specifying tasks, timelines, and responsible individuals, <b>and</b></li> <li>is in alignment with the proposed start-up year budget.</li> <li>The applicant has provided a comprehensive school transportation plan with arrangements for prospective students, daily transportation needs, <b>and</b></li> <li>a description of how the school plans to meet transportation needs for field trips and athletic events and has strong and demonstrated capacity for its plan and for its plan.</li> <li>The applicant has a comprehensive plan for food service and other significant operational or ancillary services.</li> </ul>
<b>Very Good - 6</b>	<b>Startup &amp; Ongoing Operations</b>		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> <li>The applicant's start-up plan (Attachment 28.5) identifies some tasks (i.e., hold community meetings, post academic officer position, and conduct interview); however, details assigned to each activity are minimal and a point person is not identified. For example, the tasks related to hiring teachers and staff is limited to conducting a hiring fair. Further, details provided in the timeline and milestones table (Attachment 28.4) are inconsistent with the startup plan (e.g., hiring dates). During the interview, the applicant stated that they plan to hire teachers in late February/early March of 2021. They also stated that the hiring process will include a job fair and interviews with the school leadership team and board members; however, specific details assigned, and a point person assigned to each activity in the startup plan were not addressed during the interview.</li> <li>The startup plan aligns with the startup budget. The applicant states that MCAA may provide bus passes or other supports as it is able to do so with transportation for school events, field trips, and sports provided to the extent funds allow or as needs arise. During the interview, the applicant explained that there are several options to provide transportation services to students, including students with IEPs, such as city services or the purchase of a bus; however, the applicant has not provided a school transportation plan.</li> <li>While the applicant states that MCAA will provide innovative transportation services to MCWC, MCAC, and BAO (p. 6) to transport students from the school (located outside of the city) to the partners (in the city), the transportation services have not yet been determined.</li> <li>The applicant indicates that breakfast and lunch will be provided by a School Food Wellness Group vendor through a service agreement with New Schools for Alabama. The applicant states that MCAA will hire facility staff once the school is opened (p. 85). Finally, the attachment labeled Birmingham AIDS Outreach Safety Acknowledgement describes safety procedures for the Birmingham AIDS Outreach offices.</li> </ul>		

<b>Operations Capacity</b>			
<b>Weak 1</b>	<b>Fair 2</b>	<b>Very Good 3</b>	<b>Excellent 4</b>
<p>There is little or no description of the team’s individual and collective qualifications for implementing the Operations Plan successfully, and/or little to no capacity in:</p> <ul style="list-style-type: none"> <li>+ Staffing</li> <li>+ Professional development</li> <li>+ Performance management</li> <li>+ General operations</li> <li>+ Facilities management</li> </ul>	<p>The applicant has described some of the team’s individual and collective qualifications for implementing the Operations Plan successfully, and/or demonstrated limited capacity in some of the following:</p> <ul style="list-style-type: none"> <li>+ Staffing</li> <li>+ Professional development</li> <li>+ Performance management</li> <li>+ General operations</li> <li>+ Facilities management</li> </ul>	<p>The applicant has described the team’s individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as:</p> <ul style="list-style-type: none"> <li>+ Staffing</li> <li>+ Professional development</li> <li>+ Performance management</li> <li>+ General operations</li> <li>+ Facilities management</li> </ul>	<p>The applicant has provided a comprehensive and compelling description of the team’s individual and collective qualifications for implementing the Operations Plan successfully, with strong capacity in areas such as:</p> <ul style="list-style-type: none"> <li>+ Staffing</li> <li>+ Professional development</li> <li>+ Performance management</li> <li>+ General operations</li> <li>+ Facilities management</li> </ul>
<b>Excellent - 4</b>	<b>Operations Capacity</b>		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> <li>• The applicant indicates that MCAA will contract for back office and food services (NSFA) and for facilities management (School print). Furthermore, during the interview, the applicant stated that the BAO ED has been employed by BAO for 20 years and BAO has additional operational support to assist the MCAA with operations. During the interview, the applicant described the team’s qualifications in staffing, professional development, or performance management. For example, the proposed principal stated that in previous roles as principal he led and staffed a school of 950 students for 15 years. He has also led and coordinate professional development in alignment with the Rigor/Relevance Framework.</li> </ul>		
<b>Section Score 57/69</b>	<b>Section 2: Operations Plan</b>		

**SECTION 3. FINANCIAL PLAN – 20 points**

<b>Financial Plan &amp; Financial Management Capacity</b>			
<b>Not Included 1</b>	<b>Weak 5</b>	<b>Fair 15</b>	<b>Excellent 20</b>
<ul style="list-style-type: none"> <li>• The applicant did not provide a completed operating budget.</li> <li>• The applicant has provided little or no detail in the budget narrative. It minimally or did not address:               <ul style="list-style-type: none"> <li>○ Realistic student enrollment projections</li> <li>○ Anticipated funding sources</li> <li>○ The school’s contingency plan to meet financial needs</li> <li>○ Year one cash flow contingency.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• There is an operating budget, though it is vague and missing information.</li> <li>• The applicant has provided a budget narrative description, though it lacks sufficient detail to determine its viability and/or the applicant has insufficiently addressed:               <ul style="list-style-type: none"> <li>○ Realistic student enrollment projections</li> <li>○ Anticipated funding sources</li> <li>○ The school’s contingency plan to meet financial needs</li> <li>○ Year one cash flow contingency.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• There is a completed operating budget, which uses the per-pupil revenue guidance provided by the Commission.</li> <li>• The applicant has provided a detailed budget narrative, which includes an evidence-based description of assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels and expenditures, and the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). The applicant has sufficiently addressed:               <ul style="list-style-type: none"> <li>• Realistic student enrollment projections</li> <li>• Anticipated funding sources</li> <li>• The school’s contingency plan to meet financial needs</li> <li>• Year one cash flow contingency.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• There is a completed operating budget, which uses the per-pupil revenue guidance provided by the Commission and demonstrates a sophisticated understanding of the school’s finances.</li> <li>• The applicant has provided a detailed and comprehensive line item budget narrative, which includes a description of assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, and expenditures, the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). The description aligns to the educational program and clearly addresses:               <ul style="list-style-type: none"> <li>• Realistic student enrollment projections</li> <li>• Anticipated funding sources</li> <li>• The school’s contingency plan to meet financial needs</li> <li>• Year one cash flow contingency.</li> </ul> </li> </ul>
<b>Excellent – 20</b>	<b>Financial Plan &amp; Financial Management Capacity</b>		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> <li>• The application, the budget narrative (Attachments 31.1), and the financial plan workbook show a solid understanding of the revenues associated with formulaic per pupil funding from local, state, and federal sources along with secured startup funds and anticipated funds through CSP.</li> <li>• The application includes several conservative levers that can be utilized in the event of lower than anticipated revenues including conservative and flat enrollment projections, scaling options for the technology platform, and a recognition of adaptation needed in the face of an extended Covid-19 environment. Revenue assumptions in the Budget Workbook include the \$1.5M CSP grant, which helps to develop a strong fund balance over the 5-year period presented. Finally, the narrative addresses the school’s Year One cash flow contingency, stating the utilization of an existing \$500k line of credit at BAO.</li> </ul>		
<b>Section Score 20/20</b>	<b>Section 3: Financial Plan</b>		

**SECTION 4. OVERALL ALIGNMENT AND VIABILITY – 15 points**

<b>Overall Alignment &amp; Viability</b>			
<b>Insufficient 1</b>	<b>Weak 5</b>	<b>Fair 10</b>	<b>Excellent 15</b>
<ul style="list-style-type: none"> <li>The applicant team does not appear to have a clear understanding of the academic program proposed or a strong implementation strategy in place.</li> <li>Additionally, there are serious concerns about the financial viability of the school and/or the capacity of the leadership team to effectively operate a high-quality charter school.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge around the academic program is limited to one or two individuals.</li> <li>There are some significant concerns about the financial viability of the school and/or the capacity of the leadership team to effectively operate a high-quality charter school.</li> <li>In the event that a leadership team has not been identified, the plan to identify an effective leadership team is insufficient or unconvincing.</li> </ul>	<ul style="list-style-type: none"> <li>Most members of the team are well versed in the academic program and a plan for implementation is in place.</li> <li>There are no significant concerns about the financial viability of the school or the capacity of the leadership team to effectively operate a high-quality charter school.</li> <li>In the event that a leadership team has not been identified, the plan to identify an effective leadership team is sound and convincing.</li> </ul>	<ul style="list-style-type: none"> <li>All members of the team are well versed in the academic program and provided compelling information in response to interview inquiries.</li> <li>There are no concerns about the financial viability of the school or the capacity of the leadership team to effectively operate a high-quality charter school.</li> <li>The leadership team identified has a track record of success.</li> </ul>
<b>Excellent – 15</b>		<b>Overall Alignment &amp; Viability</b>	
<i>Evaluative Comments:</i>		<ul style="list-style-type: none"> <li>The applicant team members demonstrated full understanding of the academic program and its plan for implementation. The applicant members shared experience leading schools, building organizations and both described the academic program’s purpose, components, target population as well as the supports that will be provided by BAO (e.g., leadership training) throughout implementation and operation.</li> <li>There are no significant concerns about the financial viability of the school or the capacity of the leadership team to effectively operate a high-quality charter school.</li> <li>The applicant has identified a proposed school leader with a track record of success leading elementary and middle schools. Review of Dr. Wilson’s resumé shows that he has been recognized as Alabama’s Principal of the Year. Board members include former superintendents who plan to support implementation of the plan. During the interview, the applicant stated that upon approval, the school plans to make an offer to a perspective CAO with experience in curriculum and Spanish. The applicant named October 1 as the target date for hiring the CAO and stated plans to hire a lead counselor prior to Christmas. Their plan to identify effective leadership team members includes leveraging networks and group interviews with board member involvement. They stated that recruiting good people to create the desired school climate was essential and would drive hiring decisions.</li> </ul>	
<b>Section Score 15</b>	<b>Section 4: Overall Alignment and Viability</b>		

<b>Experienced Operators if Applicable</b>			
<b>Weak 1</b>	<b>Fair 3</b>	<b>Very Good 5</b>	<b>Excellent 10</b>
<ul style="list-style-type: none"> <li>If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has not addressed the following:</li> <li>Evidence of the nonprofit ESP’s success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.</li> </ul>	<ul style="list-style-type: none"> <li>If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has partially addressed the following:</li> <li>Evidence of the nonprofit ESP’s success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.</li> </ul>	<ul style="list-style-type: none"> <li>If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has addressed the following:</li> <li>Evidence of the nonprofit ESP’s success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.</li> </ul>	<ul style="list-style-type: none"> <li>If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has comprehensively and in detail addressed the following:</li> <li>Evidence of the nonprofit ESP’s success in serving student populations that are similar to the anticipated population, including demonstrated academic achievement, successful management of nonacademic school functions.</li> </ul>
<b>N/A</b>	<b>Experienced Operators if Applicable</b>		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> <li>Not Applicable: This topic does not apply to this applicant.</li> </ul>		

<b>Section Score- N/A</b>	<b>Section: Experienced Operators</b>
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<b>Conflicts of Interest</b>	<b>Yes/No</b>
The description of the board’s ethical standards and procedures for identifying and addressing conflicts of interest does not exist or is lacking sufficient detail ( <b>Attachment 16</b> ): <ul style="list-style-type: none"> <li>• <i>Code of Ethics Policy.</i></li> <li>• <i>Conflict of Interest Policy.</i></li> </ul>	Yes
The applicant has provided a signed, conflict of interest statement for every: <ul style="list-style-type: none"> <li>• <i>Applicant team member</i></li> <li>• <i>Identified board member</i></li> </ul>	No
The applicant has provided a statement of Assurances agreeing to requirements should approval be granted.	Yes
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> <li>• A description of the BAO ethical standards and procedures for identifying and addressing conflicts of interest exists in Attachment 18.1. The school is a program of an LLC owned by BAO.</li> <li>• Eight signed conflict of interest statements are provided. A statement for the proposed leader, an applicant team member, is not included in Attachment 20.1.</li> <li>• The proposed school leader, Dr. Wilson, signed a statement of assurance on June 2, 2020.</li> </ul>

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