

ALABAMA NEW CHARTER SCHOOL APPLICATION EVALUATION REPORT



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

Breakthrough Charter School – Final Recommendation to the Commission

Non-Profit Information			
Non-Profit:	<i>Breakthrough Charter School</i>	Education Service Provider (ESP)	No
		Name (# of ESP schools)	N/A
School Information			
School:	<i>Breakthrough Charter School</i>	Home District:	<i>Perry County</i>
Grade Configuration at Start:	<i>PK-8</i>	Districts Served:	<i>Perry County</i>
Grade Configuration at Scale:	<i>PK-12</i>	Year Opening:	<i>2021-2022</i>
Enrollment at Start:	<i>198-306</i>	Enrollment at Scale:	<i>278-426</i>
Proposal Summary			
<ul style="list-style-type: none"> • Academic Model: The school will provide a rigorous, service-oriented, and project-based learning experience to prepare students in grades pre-kindergarten through twelfth grade for college and career, while supporting the social-emotional development of each child. • Financial Model: The financial model has both conservative and realistic revenue assumptions by securing startup funding through New Schools Venture Fund (NSVF) and New Schools for Alabama (NSFA) while not relying on funding from the CSP grant which increases revenue by \$1.5M. The expenses align with both the start-up plan and the ongoing expenditures noted in the application for instructional and non-instructional areas. • Organizational Model: The school leadership will include a head of school, director of operations, and then, starting in 2023, assistant principal. Back-office support and technical assistance will be provided by NSFA. 			
Statement of Assurances Included:			Yes
Potential Conflicts of Interest Identified:			No

High Schools – New Operator

Section	Points Possible	Score
Educational Program	107	98
Operations Plan	69	63
Financial Plan & Financial Management Capacity	20	20
Overall Alignment	15	15
Experienced Operators (If Applicable)	N/A	N/A
Total	211	196



Strengths of the Application:

- The application identifies curricular choices for each grade level and content area. For English/Language Arts (ELA), the applicant indicates Expeditionary Learning (EL) will be used for grades K-8 (p.15) and Achievement First for grades 9-12 (p.16). The math curriculum identified includes enVision Mathematics for grades K-12 (p.16). Social Studies will be incorporated into the EL program. Science curricula identified are EL Carolina Biological kits and STEMScopes (p.16).
- The application describes the culture of the proposed school, explaining how the use of Positive Behaviors Interventions and Supports (PBIS), restorative justice, and social-emotional intelligence practices will provide a positive and inclusive culture. Additionally, the application states that all students will begin each day with mindfulness practices rooted in a social-emotional learning curriculum.
- The application includes evidence of parent/guardian and community support for the proposed charter school. Specifically, there are partnerships with several community organizations, including Marion Military Institute, Judson College, and Main Street Marion, as well as the proposed head of school's engagement with NSFA's School Founders Program and a year-long administrative residency with Citizens of the World Charter School.
- The application and Budget Narrative and Worksheet clearly present revenues for start-up that have been secured, as well as the ongoing funding provided through local, State, and federal sources. Furthermore, the application does not rely on CSP funding for start-up and initial operations while still preserving a fund balance that increases reasonably in the following years.

Areas Needing Further Attention:

- The application includes some description of the culturally responsive extracurricular activities, district-sponsored interscholastic programs, and programs that address the mental, emotional, and social development and health of all students. Additionally, in the interview, the applicant noted that the activities and programs will be driven by student interest and demand; thus, they have not yet determined what they will be.
- While the application includes five goals for the school only some are specific, measurable, action oriented, realistic, and time-bound. Additionally, there is minimal description of how the school will measure and evaluate 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.

ALABAMA PUBLIC CHARTER SCHOOL COMMISSION
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SECTION 1. EDUCATIONAL PROGRAM- 107 points

Educational Program Overview			
Weak 1	Fair 2	Very Good 3	Excellent 4
<ul style="list-style-type: none"> There is little-or-no information regarding the essential design elements of the school model, and/or the applicant has not provided at least three measurable goals. Little-to-no research base and little-to-no mention of the instructional methods and assessment strategies. 	<ul style="list-style-type: none"> The essential design elements of the school model and the goals (at least three) lack clarity and/or are not all measurable. 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. 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. 	<ul style="list-style-type: none"> The applicant has provided the essential design elements of the school model, and at least three (no more than five) specific and measurable goals. 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. The applicant has described the culturally responsive(1) instructional aspects of the educational program. 	<ul style="list-style-type: none"> The applicant has convincingly and comprehensively summarized the essential design elements of the school model and provided at least three (no more than five) specific and measurable goals. Strong and convincing evidence of research base. 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.
Excellent – 4	Educational Program Overview		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> The application comprehensively describes the five essential design elements of the school as Project Based Learning (PBL), service learning, leadership development, data-driven instruction, and foreign language infusion (p.9). The application includes five performance goals (p.13) in the areas of student achievement, growth, college and career readiness, graduation, and service learning that are specific (e.g., a 5% annual increase) and measurable (e.g., using state accountability assessments). The application includes some research and experience base for the essential design elements of the program (p. 9) and the instructional strategies, which are based on the Seven Teaching Practices of Project-Based Learning (p.11). The application states that when PBL is consistently and effectively implemented, students have higher achievement rates, especially students of color. The application describes how PBL and service learning, two of the essential design elements, are culturally responsive (p.12). The application states PBL allows students to explore problems and experiences that reflect their own needs and stem from their own communities and service learning helps students to learn about local issues and better understand the racial and socioeconomic dynamics of their community. 		
Curriculum & Instructional Design			
Weak 1	Fair 5	Very Good 15	Excellent 20
<ul style="list-style-type: none"> Little-or-no description of the basic learning environment, little-or-no description of the curricula aligned to state standards. Applicant provides little-to-no description of curricular choices and rationale behind those choices– or – the applicant has chosen one or more core curricula that receive a “Does Not Meet” rating on EdReports.org on any indicator within those reports. If the applicant plans to develop a curriculum, little-or-no description of how. 	<ul style="list-style-type: none"> 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. The applicant has identified curricular choices that do not receive any “Does Not Meet” ratings on EdReports.org, but 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. 	<ul style="list-style-type: none"> 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). The applicant has identified curricular choices that do not 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 	<ul style="list-style-type: none"> 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). The applicant has identified curricular choices that receive mostly “Meets Expectations” ratings on EdReports.org and provides a strong rationale for why the curricula were chosen. Applicant comprehensively describes the curriculum and its alignment to the goals,

<ul style="list-style-type: none"> Little-to-no description of instructional strategies. 	<ul style="list-style-type: none"> For internally developed curricula, there is a limited or incomplete description regarding how the curriculum will be developed. 	<p>and how they support the vision.</p> <ul style="list-style-type: none"> A sample scope and sequence for one subject in one grade of each division (elementary, middle, and high) is provided. Applicant describes the curriculum and summarizes the curricular choices and the rationale for each. 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. The applicant has provided a description of the primary instructional strategies, along with a rationale. 	<p>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.</p> <ul style="list-style-type: none"> There is a detailed, sophisticated, and comprehensive description of the primary instructional strategies along with compelling research, or experience- based rationale
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Very Good – 14	Curriculum & Instructional Design
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<p><i>Evaluative Comments:</i></p>	<ul style="list-style-type: none"> The application describes the basic learning environment of the school including class size of 24 students per class (p.7) and structure (e.g., small groups but traditional classrooms with centers, whole group, collaborative groups, hands-on projects). This description is in alignment to the school’s mission and vision and key design elements (p.15), with an emphasis on student learning through experiences using PBL and service learning. The learning environment is culturally responsive in that it will expose students to diverse cultures (p.14). The application identifies curricular choices for each grade level and content area that receive at least “Almost Meets Expectations” ratings on EdReports.org including for English/Language Arts (ELA) Expeditionary Learning (EL) for grades K-8 (p.15), Achievement First for grades 9-12 (p.16). The Math curriculum identified includes enVision Mathematics for grades K-12 (p.16) and Science curriculum identified are EL Carolina Biological kits and STEMScopes (p.16). The application states the social studies standards will be included in the EL program. The application states that EdReports evaluators awarded the Math enVision curriculum nearly perfect scores when considering the curriculum’s text quality and usability. However, both science curriculums, Carolina Biological Kits and STEMScopes, are rated ‘Does Not Meet’ on EdReports. The application provides a strong rationale (p.15-16) for the selection of the curricula because of the alignment each has to PBL, which is one of the key design elements of the school. Each curriculum also has opportunities for real-world application. The scope and sequence attachment includes an ELA scope and sequence for EL grades K-2, EL grades 3-5, EL grades 6-8, and Achievement First grades 9-12. The application describes each curriculum (p.15-16) and provides a summary and rationale for the choices. Each one is aligned to the Alabama Course of Study (ALCOS) and involves PBL, a key design element of the school. For example, enVision Mathematics was chosen because the curriculum merges problem-based learning and visual learning and because it received excellent marks on EdReports.org for its rigor, alignment, and usability. The second to last bullet is not applicable: This topic does not apply to this applicant as they are not internally developing curriculum. The application (p.17-20) describes the fifteen instructional strategies that will be used along with a rationale for their selection. For example, cooperative learning (team building, group interaction), inquiry-based learning (students select problems to explore), learning centers (problem-solving, independence), and modeling (observation skills).
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Student Performance Standards			
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Weak 1	Fair 2	Very Good 3	Excellent 4
<ul style="list-style-type: none"> There is little-or-no description of the student performance standards for the school as a whole. The applicant has insufficiently or not addressed policies, standards, and/or expectations for promoting students. The applicant has provided little-to-no description of the school’s 	<ul style="list-style-type: none"> There is a description of the student performance standards for the school as a whole, though, the description does not address all grades and is limited in detail. The applicant has mentioned the policies, standards, and expectations for promoting students from one grade to the 	<ul style="list-style-type: none"> There is a description of the student performance standards for the school as a whole and they are aligned with state standards. 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 	<ul style="list-style-type: none"> There is a comprehensive description of the student performance standards for the school as a whole. 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

exit standards for graduating students.	<p>next and that they are based on research and/or best practices.</p> <ul style="list-style-type: none"> 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 	<p>culturally responsive(1) plan for clearly communicating these criteria to staff, students, and families.</p> <ul style="list-style-type: none"> 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. 	<p>the school's education program, mission, and vision. The applicant has provided a strong, culturally responsive(1) plan for clearly communicating these criteria.</p> <ul style="list-style-type: none"> 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.
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Excellent – 4	Student Performance Standards
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> The application (p.20-21) describes using the Alabama State Department of Education Learning Standards and the Alabama Course of Study standards as the student performance standards for the whole school, grades K-12. The application (p.21-22) includes the proposed policies and promotion criteria for each grade, K-12. The application states the policies and criteria are based upon best practices from University Charter School and reviewed with faculty from Teachers College, Columbia University to ensure they align with education research. The application includes promotion criteria for grade bands K-2, 3-5, 6-8, and each grade 9-12. The application also describes that promotion decisions will be made on the basis of which grade placement provides the student a better chance of progressing in his/her educational development. Regarding communication of the criteria to staff, students, and families, the application states that information will be shared during parent/teacher meetings, school handbook, school website, grades on learning platform, and using translation services, if necessary. Additionally, in the interview, the applicant stated that they will communicate with parents in their preferred method, which will be determined through regular conversations with parents. Last, in the interview, the applicant stated that all communication will be shared in both Spanish and English. The application provides the school's exit standards (p.22-23) for graduating students in 12th grade including the Alabama high school graduation requirements with additional requirements (p.23) of community services (100 hours), two foreign language credits, and a life skills credit. Additionally, in the interview, the applicant stated that they want graduating students to not only meet the course requirements of the State but also have leadership, collaboration, critical thinking skills, and life skills that will help them to be successful in life, post high school.

HS Graduation Requirements (HS Only)

Weak 1	Fair 2	Very Good 3	Excellent 4
<ul style="list-style-type: none"> There is little-or-no description of how the school will meet the requirements described and/or 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. If graduation requirements for the school will exceed state standards, there is not an explanation of the additional requirements. There is little-or-no explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities. 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. 	<ul style="list-style-type: none"> There is a limited description with insufficient detail on how the school will meet the requirements described, 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 if graduation requirements for the school will exceed state standards, an explanation of the additional requirements was minimally described. The explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities lacks clarity and sufficient detail. There is a limited or insufficient explanation of the systems and structures the school will implement for serving students at risk of dropping out. 	<ul style="list-style-type: none"> There is a description of how the school will meet the requirements described, 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. If graduation requirements for the school will exceed state standards, there is an explanation of the additional requirements. There is an explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities. 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. 	<ul style="list-style-type: none"> There is a clear and comprehensive description of how the school will meet the requirements described, 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. If graduation requirements for the school will exceed state standards, there is an explanation of the additional requirements. There is a clear and convincing description of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities. There is a thorough and sophisticated description of the systems and structures used for students at risk of dropping out.

Excellent – 4	HS Graduation Requirements (HS Only)
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> The application states (p.21-23) the school will follow the Alabama high school graduation requirements. The application states that the school will meet the requirements through clear promotion criteria for each grade level and through the use of holistic engagement in core academic subjects, including PBL and service learning. The application explains (p.23) that final grades will be calculated using a traditional 4.0 scale. The application states all high school courses, including dual enrollment course information, and community service hours will be included on transcripts. Regarding electives, the application states the school plans to offer students access to elective courses including art, music, and physical education. Additionally, in the interview, the applicant stated that students will earn credit hours per semester or year, depending on the course. The application states (p.23) graduating students in 12th grade must meet the Alabama high school graduation requirements with additional requirements of community services, two foreign language credits, and a life skills credit. The application explains (p.23) that students will have the opportunity to holistically engage in core academic subjects with a project-based, service-oriented lens which will properly equip students to be successful in the college and/or career of their choice. The application (p.23-24) states they will use the structures of stakeholder conference teams with students' guardians, targeted intervention, and before and after school support for serving students at risk of dropping out. Additionally, in the interview, the applicant stated that through building relationships with students early in their educational career (prior to high school), they will be able to engage students and parents to help support the student early and will hopefully mitigate concerns for students not meeting requirements. Also, the applicant stated that the school's Response to Intervention (RtI) process will build scaffolds and supports for students at risk of dropping out.

School Calendar and Schedule			
Weak 1	Fair 2	Very Good 3	Excellent 4
<ul style="list-style-type: none"> There is little-or-no description of the annual academic schedule for the school, how the calendar reflects the needs of the educational program and meets the school's proposed calendar for the first year of operation ...does not include the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days. 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, <i>and/or</i> there is little-or-no explanation on how the school's daily and weekly schedule will be optimal for student learning. 	<ul style="list-style-type: none"> There is a description of the annual academic schedule for the school, though it does not clearly explain <i>and/or</i> demonstrate how the calendar reflects the needs of the educational program and meets Alabama's Standards. 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. 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. There is a minimal explanation why the school's daily and weekly schedule will be optimal for student learning. 	<ul style="list-style-type: none"> There is a clear description of the annual academic schedule for the school which explains <i>and</i> demonstrates how the calendar reflects the needs of the educational program and meets Alabama's Standards. 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. 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. There is an explanation why the school's daily and weekly schedule will be optimal for student learning. 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. 	<ul style="list-style-type: none"> There is a clear and compelling description of the annual academic schedule for the school which explains <i>and</i> demonstrates how the calendar reflects the needs of the educational program and meets or exceeds Alabama's Standards. 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. 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. 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.

Excellent – 4	School Calendar and Schedule
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> The application (p.24) and the attachment of the school calendar clearly describe the annual academic schedule for the school with 180 instructional days for students. The calendar also identifies the first day of school, last day of school, holidays, data days/conferences and teacher in-service days. The application (p.24) and the attached school calendar states that the school's calendar aims to optimize instructional time for the educational program and ensuring breaks and holidays for the health and wellness of students and staff. Additionally, the application states that the number of instructional days (180) meets Alabama's Standards for the number of days in an academic school year. The attachment of the school's proposed calendar for the first year of operation includes the total number of instructional days (180) and holidays. However, it does not include the total number of instructional hours, make-up days in case of inclement weather, and state assessment days. The application (p.24) states that the state assessment days will be added once they are released from the state. The attached sample schedules for each grade band (K-2, 3-5, 6-8, 9-12) include start (7:30am for breakfast, 8:15am morning circle) and dismissal (3:00pm grades K-2, 3:15pm grades 3-12) times, but it does not include the specific number of instructional hours/minutes in a day for core subjects such as language arts, math, science, and social studies. The application (p.24) states that the schedule allows students to have protected time each week to engage in PBL, service learning, and social emotional learning. In the interview, the applicant added that this time is four days a week in the afternoon and will allow for extended time for students to engage with the content and projects. Additionally, in the interview, the applicant stated that the schedule is optimal for faculty/staff development needs because they will have daily content planning time in addition to the time during early release on Wednesdays for students to devote to planning and professional development.

School Culture			
Weak 1	Fair 5	Very Good 15	Excellent 20
<ul style="list-style-type: none"> 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. 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 there is little-or-no description of a plan for enculturating students who enter the school mid-year. 	<ul style="list-style-type: none"> 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. 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; demonstrates a limited or incomplete understanding of how to create and implement a positive school culture. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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. The applicant's description demonstrates a solid understanding and strong capacity to practice cultural inclusiveness. 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.

Excellent – 20	School Culture
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> The application (p.25) describes the culture of the proposed school, explaining how the use of Positive Behaviors Interventions and Supports (PBIS), restorative justice, and social emotional intelligence practices will provide an inclusive culture. Students will be rewarded for positive behaviors through PBIS and will be taught conflict resolution through the restorative justice practices. Additionally, the application (p.27) states all students will begin each day with mindfulness practices rooted in a social-emotional learning curriculum. The application (p.25-27) states that the school will be an inclusive environment for all students. Additionally, in the interview, the applicant stated that they will ensure all stakeholders feel supported, valued, and included not only in the academic program but throughout other aspects of school. Further, the applicant stated that the school will have their advisory body hold them accountable for practicing cultural inclusiveness based on the community feedback. Finally, the applicant stated that they will employ the use of tracking documents to ensure diversity in practices – for example, tracking the type of projects or people/cultures represented in projects. The application (p.26) states the school's core values include scholarship, diversity, leadership, and community and that the goal of an inclusive school culture will be built through the contributions of all stakeholders starting from the first day of school. For staff, during teachers' weekly Wednesday afternoon professional development time, they will learn about school culture and how to maintain the focus on the

	<p>core values. For students, the application states there will be presentations to celebrate cultural diversity and student achievement and growth will be recognized during weekly Wednesday assemblies. For parents, the application states the school will administer quarterly surveys to assess school culture perception and ensure the school culture remains strong. Regarding how the school will enculturate students who enter the school mid-year, the application (p.26) states that students and families will attend an orientation and receive a copy of the school's handbook.</p>
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Supplemental Programming

Weak 1	Fair 2	Very Good 3	Excellent 4
<ul style="list-style-type: none"> There is little-or-no description of culturally responsive(1) extracurricular or co-curricular activities offerings and how they will be delivered and funded. and/or there is no description of how the school will pay for student participation in district sponsored interscholastic programs. There is little-or-no description of culturally responsive(1) programs that address the mental, emotional, and social v 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. 	<ul style="list-style-type: none"> The description of culturally responsive(1) extracurricular or co-curricular activities offerings and how they will be delivered and funded is limited in scope and/or does not provide sufficient detail to determine sufficient resources and/or program viability. and/or the applicant minimally addressed how the school will pay for student participation in district sponsored interscholastic programs. 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. 	<ul style="list-style-type: none"> There is a clear description of culturally responsive(1) extracurricular or co- curricular activities offerings and how they will be delivered and funded, including the schedule, length, and anticipated participants. There is a description of how the school will pay for student participation in district sponsored interscholastic programs. 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. 	<ul style="list-style-type: none"> There is a clearly and convincingly articulated and comprehensive description of culturally responsive(1) extracurricular or co-curricular activities offerings and how they will be delivered and funded, including the schedule, length, and anticipated participants, and how the school will pay for student participation in district sponsored interscholastic programs. 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.

Fair – 2	Supplemental Programming
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<p><i>Evaluative Comments:</i></p>	<ul style="list-style-type: none"> The application (p.28) describes the extracurricular activities includes athletics through Marion Military Institute and student-led clubs during lunch and after school. Additionally, the application (p.28) states that funding is limited, and they will seek grant funding to support the extracurricular activities and/or students might also contribute to the costs. In the interview, the applicant stated that these activities have not yet been planned because they will be student-created and led. There were insufficient details to determine the delivery, funding, and viability of the activities. The application did not contain a description of the schedule for activities, length, or anticipated participants from which specific grade levels. The application (p.28) does not specifically reference district sponsored interscholastic programs but does state that some intramural sports might be played through student-led clubs. In the interview, the applicant stated that they are not aware of current interscholastic activities within the local school district, but that they plan to develop a strong relationship with the local school district and would be interested in these activities, if and when they are available. The application (p.28) describes the belief in the importance of extracurricular and co-curricular activities as contributing to the overall well-being of students. Additionally, the application states that clubs will be created by students based on their interests. In the interview, the applicant stated that programs will be culturally responsive because they will be created based on student interest and in that way, they will address the mental, emotional, and social development and health of all students. As mentioned above, the application (p.28) states that funding is limited, and they will seek grant funding to support the extracurricular activities and/or students might also contribute to the costs
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Special Populations and At-Risk Students			
Weak 1	Fair 5	Very Good 10	Excellent 15
<ul style="list-style-type: none"> 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. The plan minimally or does not address how the school will meet students' needs in the least restrictive environment. 	<ul style="list-style-type: none"> 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. The plan minimally addresses how the school will meet students' needs in the least restrictive environment. 	<ul style="list-style-type: none"> 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. The plan addresses how the school will meet students' needs in the least restrictive environment. 	<ul style="list-style-type: none"> 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. 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.
Excellent – 15	Special Populations and At-Risk Students		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> The application (p.29-34) clearly and comprehensively describes the overall plan to serve students with special needs (universal screener/NWEA and GOLD assessment to determine readiness, RTI); students with 504 plans (counselor/504 Coordinator); ELL students (<1% same curriculum with EL instructional strategies); gifted students (academic acceleration, enrichment, grade skipping); at-risk students (tracking chronic absenteeism, implementing interventions, RTI with tiered instruction, levels 1-3). The application (p.31-32) includes the plan for providing services to students with IEPs and states that they will offer services in the least restrictive environment available, providing education in the same manner for all students. The plan states that special education will be an integrated program inside the general education classroom, where all students benefit from varying co-teaching models in which the general and educator share the responsibilities of ensuring all students, regardless of ability level, access, learn, and master the grade-level curriculum. For those students who exceed the reach of co-teaching, instruction will occur in a special education setting where they will receive targeted instruction for remediation until the deficits are remediated. Additionally, the school's schedule in the attached document is supportive of the needs of special populations and at-risk students by providing targeted intervention and enrichment time during the school day in all grade levels. 		
Student Recruitment & Enrollment			
Weak 1	Fair 2	Very Good 3	Excellent 4
<ul style="list-style-type: none"> 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> the applicant has minimally or not described the school's plan for outreach to at-risk students. 	<ul style="list-style-type: none"> 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> the applicant has minimally described the school's plan for outreach to at-risk students. 	<ul style="list-style-type: none"> 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. The applicant has specifically described the school's plan for outreach to at-risk students. 	<ul style="list-style-type: none"> 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. 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.
Excellent – 4	Student Recruitment & Enrollment		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> The application (p.36) states they will market and recruit for at-risk students by developing personal relationships and connections, with students and families. The application describes the culturally-inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families by stating that they will provide laptops and hotspots for families to access information and the application immediately. Additionally, in the interview, the applicant stated that they plan to outreach to students and families in partnership with Black Alabamians for Education. Also, the applicant stated that they plan to take parents on a visit to another charter school in the State so they can observe a charter school in action. The application (p.36) describes the school's plan for outreach to at-risk students stating efforts will include community engagement, such as offering summer tutoring, camps and after-school activities at 		

	Breakthrough Charter School prior to opening, hosting athletic camps with Marion Military Institute and Judson College, and participating in Main Street Marion events, and partnerships with non- profit organizations. Additionally, in the interview, the applicant stated that because of the personal connections of the leadership and board members they know the families and students who are at-risk and will be personally reaching out to them to share information about the school.
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Student Discipline Policy & Plan

Weak 1	Fair 2	Very Good 3	Excellent 4
<ul style="list-style-type: none"> The applicant has provided little-or-no description of the proposed discipline plan, with little-or-no detail on how the plan is based on some combination of research, theory, experience, and best practices, and/or 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. 	<ul style="list-style-type: none"> The applicant has provided a limited and insufficient description of the proposed discipline plan, with insufficient detail on how the plan is based on some combination of research, theory, experience, and best practices, and/or 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. 	<ul style="list-style-type: none"> The applicant has provided a detailed description of the proposed discipline plan, along with a detailed explanation of how the plan is based on some combination of research, theory, experience, and best practices, and a clear demonstration and 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. 	<ul style="list-style-type: none"> The applicant has provided a convincing, comprehensive, and thorough description of the proposed discipline plan, with detail on how the plan is based on some combination of research, theory, experience, and best practices, and a clear and sophisticated demonstration and 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. The applicant demonstrates the capacity to successfully implement the discipline plan schoolwide.

Excellent – 4	Student Discipline Policy & Plan
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<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> The application (p.36-42) includes a convincing, comprehensive, and thorough description of the proposed discipline plan including the use of PBIS, Tiers I - III of interventions, and a table of consequences for student actions based on restorative practices. The application states that the discipline plan is sourced with evidence from the PBIS and restorative justice websites. Additionally, in the interview, the applicant stated that evidence from the successful implementation of these programs and the support from prospective parents, is evidence that these programs are based in theory, experience, and best practices. The application (p.38) and the discipline plan attachment describe the use of restorative practices to understand the reasons behind the students’ misbehavior with structure and support from a behavior management plan. In the interview, the applicant added that through the use of restorative practices, students will be able to understand and remedy their behaviors, which is how it is culturally responsive. Additionally, the statement of assurances attachment confirms that the school will comply with all health and safety laws, rules, and regulations of the state and local agencies. The application (p.36-42) describes the capacity to successfully implement the discipline program describing responsibilities for the leadership team, teachers, a multi-disciplinary team, including a behavior expert and parents.
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Family & Community Involvement

Weak 1	Fair 2	Very Good 3	Excellent 4
<ul style="list-style-type: none"> 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. The applicant has provided little-or-no evidence that the school 	<ul style="list-style-type: none"> 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 and has mentioned other evidence of parent/guardian and community support for the proposed school, though the information is limited and 	<ul style="list-style-type: none"> 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 and has included any other evidence of parent/guardian and community support for the proposed charter school. 	<ul style="list-style-type: none"> 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 and has included any other evidence of parent/guardian and community support for the proposed charter school.

<p>has assessed and built parent/guardian and community demand for the proposed school <i>and/or</i></p> <ul style="list-style-type: none"> little-to-no description how the school will engage families and community members from the time that the school is approved through opening. 	<p>lacking in sufficient detail to determine engagement.</p> <ul style="list-style-type: none"> 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 opening has limited outreach strategies, and the nature of family and community engagement is unclear. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 diverse outreach strategies designed to reach a broad audience and ensure genuine community and family engagement.
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Very Good – 3	Family & Community Involvement
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<p><i>Evaluative Comments:</i></p>	<ul style="list-style-type: none"> The application (p.44) states they have facilitated community meetings to assess the needs and wants of parents and community members for the design of the school. Additionally, the application states four of the current seven members of the founding board will have students at the school. Further, in the interview, the applicant stated that feedback from parents during the community meetings led to the school’s key design element of PBL and also to the inclusion of the life skills class. The attached letters and signatures of support show there are parents and community members that support the proposed charter school. The attachment includes fourteen letters of support; however, only one states they are a parent and others are community members. Additionally, there are signatures of 55 people stating they support the proposed school. However, the letters and signatures of support are lacking in sufficient detail to determine stakeholder engagement in the school as they are simply a list of names and signatures with no additional information. The application and attached letters of support demonstrate the school has built some demand for the school. There is one letter of support from a parent and four of the seven board members are parents. However, there is no other evidence of demand for the school. In the interview, the applicant stated that demand has been built through community conversations and through the partnerships with Marion Military Institute (MMI) and Main Street Marion. Regarding family and community member engagement in the school, the application (p.43) states the school plans to host workshops for students and families prior to the official opening of the school to further acquaint families with the school and its programming.
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Educational Program Capacity			
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Weak 1	Fair 5	Very Good 15	Excellent 20
<ul style="list-style-type: none"> 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. 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"> School leadership, administration, and governance; Curriculum, instruction, and assessment; Performance management; Cultural competence/inclusiveness; Family and community engagement; Special populations. 	<ul style="list-style-type: none"> 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. 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"> School leadership, administration, and governance; Curriculum, instruction, and assessment; Performance management; Cultural competence/inclusiveness; Family and community engagement; Special populations. 	<ul style="list-style-type: none"> Key members of the school's leadership team who will be responsible for development and opening of the school have been identified. 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"> School leadership, administration, and governance; Curriculum, instruction, and assessment; Performance management; Cultural competence/inclusiveness; Family and community engagement; Special populations. 	<ul style="list-style-type: none"> 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. 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"> School leadership, administration, and governance; Curriculum, instruction, and assessment; Performance management; Cultural competence/inclusiveness; Family and community engagement; Special populations.

Excellent – 20	Educational Program Capacity
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> • The application (p.46-47) states that the head of school has been identified and is also the listed start up team member and the lead applicant (p.5). The application states that eight board members have been identified and that a part time (for year 1) director of operations, not yet identified, will be hired in the spring of 2021. • The application (p.46-47, 49-50), attached resumés, and information from the interview described the team’s individual qualifications for implementing the school design successfully include the head of school and board members with educational experience in school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; cultural competence/inclusiveness; family and community engagement; and special populations. The proposed head of school recently completed his Master’s degree in Public School Building Leadership from Teachers College at Columbia University. Additionally, in the interview, it was noted that, based on his experience teaching and in leadership positions in the district school system, the head of school also has experience in performance management, family and community engagement, and special populations. The application notes that because the board realizes they do not have experience with opening a charter school, they are working closely with NSFA and the leadership team at University Charter School.
Section Score 98/107	Section 1: Educational Program

SECTION 2. OPERATIONS PLAN - 69 points

Organization Structure & Partnerships			
Weak 1	Fair 3	Very Good 5	Excellent 7
<ul style="list-style-type: none"> The applicant has failed to submit organizational charts. 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. The organization charts document clear lines of authority and reporting within the school. 	<ul style="list-style-type: none"> The applicant has partially submitted organizational charts. 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. The organization charts document lines of authority and reporting within the school. 	<ul style="list-style-type: none"> The applicant has submitted organizational charts. 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. 	<ul style="list-style-type: none"> The applicant has submitted organizational charts. Organization charts clearly delineates 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. Evidence is provided that partnerships with such external organizations are in place.
Excellent – 7	Organization Structure & Partnerships		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> The attached organizational charts are complete for years 1-2 and years 3-5. The application (p.49-51, 54) describe the roles and responsibilities of the governing board (e.g., compose and evaluate school policy, approve yearly school budget, appoint and evaluate Breakthrough Charter Leadership Team, oversee academic progress and quality, manage long-term financial viability), Head of School (all aspects of day-to-day operations and administration of the school), director of operations (work with the head of school to ensure effective management of the financial model), and the advisory bodies (leadership development and parents and community member). Additionally, the application and attached Memorandum of Agreement for Marion Military Institute (MMI) describe the services that will be offered by that external organization. However, the application does not clearly describe the roles and responsibilities of the staff and while there is a letter from NSFA offering back office services, there is no evidence of an agreement to services to support the school. Additionally, while neither MMI or NSFA are included on the organizational charts so the lines of authority and reporting for these organizations are unclear, in the interview, it was noted that MMI will serve as an advisory body and NSFA is a contractor who will report to the board and the principal. As noted above, the attached Memorandum of Agreement for Marion Military Institute (MMI) describes the services that will be offered by that external organization. Also, a letter from NSFA confirms the school’s participation in New Schools for Alabama’s Back-Office Service Program, describes its scope of services, and states that the final scope of services will be determined upon approval of the charter application. 		
Governing Board			
Weak 1	Fair 5	Very Good 10	Excellent 15
<ul style="list-style-type: none"> 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. The applicant describes the size, current and desired composition, powers, and duties of the governing board. The applicant failed to identify key skills, areas of expertise, and constituencies that will be represented on the governing board. 	<ul style="list-style-type: none"> 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, the size, current and desired composition, powers, and duties of the governing board, 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. 	<ul style="list-style-type: none"> 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. The applicant describes the size, current and desired composition, powers, and duties of the governing board. The applicant identifies key skills, areas of expertise, and constituencies that will be represented on the governing board. 	<ul style="list-style-type: none"> 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. The applicant clearly describes the size, current and desired composition, powers, and duties of the governing board. 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.

Excellent - 15	Governing Board
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> The application (p.48-51) clearly describes the governance structure of the proposed school, including the primary roles of the governing board (e.g., compose and evaluate school policy, approve yearly school budget, appoint and evaluate Breakthrough Charter Leadership Team, oversee academic progress and quality, manage long-term financial viability, ensure all operations are performed with legal and ethical integrity, and advocate on behalf of Breakthrough Charter to secure and maintain community partnerships and fundraising opportunities). The application also states that the board will receive input from the head of school and the two advisory bodies (leadership development and parents and community member). The application (p.48-51) clearly describes the current board size (eight members) and the future board size (seven members, when the head of school steps down from the board). The board positions identified include board chairperson, vice chairperson, secretary, treasurer, and member. The application also states the board's responsibility will be to monitor the performance and continued viability of Breakthrough Charter School. The application (p.48-51) and attached resumes describe the key skills, areas of expertise, and constituencies that are represented on the governing board including education, education policy, MBA/finance, technology, legal, higher education, and Spanish. Additionally, one board member is also a parent representative and three board members are Marion Military Institute current and former staff members. The application identifies all members of the board and their roles.

Staffing Plans

Weak 1	Fair 2	Very Good 3	Excellent 4
<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"> Year one positions, as well as positions to be added during the five (5) year charter contract; Administrative, instructional, and non-instructional personnel; The number of classroom teachers, paraprofessionals, and specialty teachers; Operational and support staff. 	<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"> Year one positions, as well as positions to be added during the five (5) year charter contract; Administrative, instructional, and non-instructional personnel; The number of classroom teachers, paraprofessionals, and specialty teachers; Operational and support staff. 	<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"> Year one positions, as well as positions to be added during the five (5) year charter contract; Administrative, instructional, and non-instructional personnel; The number of classroom teachers, paraprofessionals, and specialty teachers; Operational and support staff. 	<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"> Year one positions, as well as positions to be added during the five (5) year charter contract; Administrative, instructional, and non-instructional personnel; The number of classroom teachers, paraprofessionals, and specialty teachers; Operational and support staff.

Excellent – 4 **Staffing Plans**

<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> The application (p.52-53) and attached staffing chart described the complete staffing model for year one positions (21 FTE) and also the projected growth through year five (29 FTE). The application and the staffing chart explain the assumptions for the staffing model and the number of administrative, instructional, and non-instructional personnel that are connected to the needs of the student population, specifically describing the student to teacher ratios. For example, in years one and two there are 4 administrative FTE (head of school, director of operations, counselor/social worker, office/reception) and in years three through five there are 5 administrative FTE with the addition of an assistant principal. The application and staffing chart also show the number of instructional staff, including general education teachers, teacher assistants, special education teachers, specialists, elective teachers, and educational assistants. In year one there are 17 instructional FTE and in year five this is increased to 24 instructional FTE as the school grows into a high school. The application and staff model also describe the operations and support staff stating they will contract for nurse, food service staff, transportation staff, custodial staff, and security.
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Professional Development

Weak 1	Fair 3	Very Good 5	Excellent 7
<ul style="list-style-type: none"> 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; how the professional development plan will include the development and practice of 	<ul style="list-style-type: none"> 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; how the professional development plan will include 	<ul style="list-style-type: none"> 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; how the professional development plan will include 	<ul style="list-style-type: none"> 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; how the professional development plan will include

<p>cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student learning; and</p> <ul style="list-style-type: none"> the extent to which professional development will be conducted internally or externally and will be individualized or uniform. 	<p>the development and practice of cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student learning; and</p> <ul style="list-style-type: none"> the extent to which professional development will be conducted internally or externally and will be individualized or uniform. 	<p>the development and practice of cultural competence for all staff, building staff capacity in the collection, analysis and use of performance data to improve student learning; and</p> <ul style="list-style-type: none"> the extent to which professional development will be conducted internally or externally. There is a clear understanding of the capacity required to effectively deliver professional development training. 	<p>the development and practice of cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student learning; and</p> <ul style="list-style-type: none"> 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. There is a clear understanding of the capacity required to effectively deliver professional development training.
Excellent – 7	Professional Development		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> The application (p.56) described the core components of teacher and staff professional development including that teachers will complete 100 hours of professional development annually with time allotted during the school day and during Wednesday afternoon sessions. The application and the attached summer professional development schedule describes the core components of the professional development to include culture building, PBL, service learning, and social and emotional learning; these are the core components of the school. The application (p.56-57, 59) and the attached summer professional development schedule describe the professional development plan and includes sessions on culture building and culture expectations. Additionally, in the interview, the applicant noted that teachers will be asked to complete home visits prior to school starting and learn more about the unique culture of the community. Further, there will be sessions during the school year on Wednesdays on cultural competencies and they plan on having community members facilitate some of these sessions. Also, the application states there will be dedicated data days at the end of each quarter (9 weeks) to analyze data and complete report cards. In the interview, the applicant noted that there will be a weekly professional learning community meeting focused on data analysis and action planning. The head of school stated that he recently completed coursework on the importance of data analysis and is excited to build staff capacity in the collection, analysis, and use of performance data to improve student learning. The application (p.56-57) states that professional development will be offered both internally and externally. For internal sessions, the head of school will be facilitating and leading professional development sessions. Additionally, the school will receive support from the Alabama Technology in Motion (ATIM) and Six Seconds (an emotional intelligence consulting group). The application (p.57) states, and in the interview the applicant confirmed, that the head of school will be responsible for leading and/or organizing professional development and his experience as a teacher and teacher leader shows his capacity for leading and delivering professional development. Additionally, in the interview, the applicant noted that in addition to the head of school leading professional development, there will also be funding set aside for teachers to attend professional sessions and when they return to the school share that learning with the other staff. A review of the school's budget in the attachments shows there is \$8,000 for professional development in each of the five years. 		

Performance Management			
Weak 1	Fair 3	Very Good 5	Excellent 7
<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> Some of the mission-specific academic goals and targets are clear in terms of the measures or assessments the school plans to use, and/or some are specific, measurable, action oriented, realistic, relevant, and time-bound. 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. 	<ul style="list-style-type: none"> 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, are Specific, Measurable, Action-oriented, Realistic, and Time-bound (SMART). 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. 	<ul style="list-style-type: none"> 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, are Specific, Measurable, Action-oriented, Realistic, and Time-bound (SMART). 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. 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.
Very Good – 4	Performance Management		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> The application (p.6) states the school’s mission is to prepare students in Perry County for success as citizens and leaders by providing a rigorous, service-oriented, and project-based public school that supports the social-emotional development of each individual child. In the application (p.13, 58), there are five goals listed. Four of the goals are related to academic performance, growth, college and career readiness, and graduation and there is one mission-specific goal related to service learning. Additionally, in the interview, the applicant noted that they will create a rubric to assess the service-learning goal and there will be goal of having every student complete two projects per semester, based on the school’s focus on PBL. The application (p.13) notes the five goals for the school and only some are specific, measurable, action oriented, realistic, and time-bound. For example, the student growth goal is “At or above state average on annual academic growth targets” which is not specific, measurable, or time bound. The application (p.58) describes administering interim assessments and MAP but does not provide specific details of how the school will measure and evaluate the 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. Two of the goals include a target percentage (e.g., 90% of students will graduate within four years, 100% of students will complete a service-learning project annually); however, the other three goals do not include a target percentage for the goal and are not clear on how they will be measured. For example, one goal is “at or above state college and career readiness average” but it does not specify what the percentage goal is, how it will be measured, and does not describe who is the target of the goal. 		
Facilities			
Weak 1	Fair 3	Very Good 7	Excellent 10
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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, financing, etc. It is unclear if these steps are sufficient. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The applicant has secured an adequate and suitable facility or can show a contingent facility agreement.

Very Good – 7	Facilities		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> The application (p.60) notes the operator has facility plans for 1820 Prier Drive in Marion and has engaged lenders and has anticipated needs for increased enrollment and grade expansion; however, the MOU for Facility Agreement does not secure the facility nor confirm financial procurement. In the interview, the applicant noted that it is difficult to secure a facility without a charter agreement and as soon as they are approved for the charter, they have the funding for securing the facility. Additionally, the application explains that the building will need renovations that would begin in fall of 2020. While they state the timeline is manageable, the timeline is not discussed especially in light of creating a K-12 school with a wide range of students ages and needs. In the interview, the applicant noted that they plan to hire an architect with experience in designing K-12 schools, recommended from another charter school, by August 21. Also, they have almost 2 million dollars of total funding, so they have the financial means to ensure a suitable facility in time for the beginning of school. 		
Startup & Ongoing Operations			
Weak 1	Fair 5	Very Good 10	Excellent 15
<ul style="list-style-type: none"> The applicant has provided little-or-no information or a description of its start-up plan for the school. The proposed start-up year budget is not clearly aligned to stated goals. The applicant has provided little-or-no information or a description of the school transportation plan. The applicant has provided little-or-no information or a description of the plans for food service and other significant operational or ancillary services. 	<ul style="list-style-type: none"> 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. The proposed start-up year budget is partially aligned to stated goals. The applicant has provided a limited description or insufficient detail for one, some, or all of the school transportation plan. The applicant has provided a limited description or insufficient detail for the plans for food service and other significant operational or ancillary services. 	<ul style="list-style-type: none"> The applicant has provided a detailed start-up plan for the school, specifying tasks, timelines, and responsible individual(s). 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, and a description of how the school plans to meet transportation needs for field trips and athletic events. The applicant has outlined the plans for food service and other significant operational or ancillary services. 	<ul style="list-style-type: none"> The applicant has provided a clear, compelling, and detailed start-up plan for the school specifying tasks, timelines, and responsible individuals, and is in alignment with the proposed start-up year budget. The applicant has provided a comprehensive school transportation plan with arrangements for prospective students, daily transportation needs, and 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. The applicant has a comprehensive plan for food service and other significant operational or ancillary services.
Excellent – 15	Startup & Ongoing Operations		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> The attachment of the Startup Plan Grant Chart the major tasks for the areas of finance, human resources, governance, facilities, and others as well as the responsible party which aligns to the overall startup plan in the application. While the application notes startup plan activities, the CSP funds of \$1.5M are assumed in revenues in the Excel Financial Workbook for Years 0-2 but not included as revenue in the startup plan. There are, however, funds already secured for startup noted in the application from NSVF and NSFA of \$395K. The plan does not include startup expense amounts for the areas discussed (e.g., transportation, insurance, food service) and the budget only states \$11,111 monthly for startup expenses. The application (p.61-62) notes a transportation plan through the leasing or contracting of bus services for both regular home-to-school and event activities and aligns the potential increase with current operational health concerns related to Covid-19. The attached statement of assurances states that the school will comply with IDEA and in the interview, the applicant stated that they plan to lease two buses and through those buses or other means, they will provide transportation as needed for students with disabilities. The application (p.62) states that transportation to after school events, athletics, and field trips are not required but will be provided to the extent funds allow or as needs arise. Additionally, the application states that supplemental fees for optional events may be required. In the interview, the applicant noted that they plan to lease two buses to be used for student transportation. The application (p.63) states and the Meal Delivery Plan attachment confirms that School Food Wellness Group (SFWG) will be the provider for USDA breakfast and lunch services. Additionally, the budget shows custodial services will be contracted through a vendor. 		

Operations Capacity			
Weak 1	Fair 2	Very Good 3	Excellent 4
<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"> • Staffing • Professional development • Performance management • General operations • Facilities management 	<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"> • Staffing • Professional development • Performance management • General operations • Facilities management 	<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"> • Staffing • Professional development • Performance management • General operations • Facilities management 	<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"> • Staffing • Professional development • Performance management • General operations • Facilities management
Excellent – 4	Operations Capacity		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> • The application (p.64) comprehensively describes the applicant team, proposed leaders, board members, and support from NSFA. Based on the attached resumes, members of the applicant team and the board have experience in staffing, professional development, and performance management. Additionally, the partnership will NSFA will support selected foodservice, back-office, and facilities providers to ensure capable startup and operations functions occur in critical areas. Finally, the application states the NSFA COO will support facilities management with his experience in renovations. 		
Section Score 63/69	Section 2: Operations Plan		

SECTION 3. FINANCIAL PLAN – 20 points

Financial Plan & Financial Management Capacity			
Not Included 1	Weak 5	Fair 15	Excellent 20
<ul style="list-style-type: none"> The applicant did not provide a completed operating budget. The applicant has provided little-or-no detail in the budget narrative. It minimally or did not address: <ul style="list-style-type: none"> Realistic student enrollment projections Anticipated funding sources The school's contingency plan to meet financial needs Year one cash flow contingency. 	<ul style="list-style-type: none"> There is an operating budget, though it is vague and missing information. 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"> Realistic student enrollment projections Anticipated funding sources The school's contingency plan to meet financial needs Year one cash flow contingency. 	<ul style="list-style-type: none"> There is a completed operating budget, which uses the per-pupil revenue guidance provided by the Commission. 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"> Realistic student enrollment projections Anticipated funding sources The school's contingency plan to meet financial needs Year one cash flow contingency. 	<ul style="list-style-type: none"> 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. 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"> Realistic student enrollment projections Anticipated funding sources The school's contingency plan to meet financial needs Year one cash flow contingency.
Excellent – 20	Financial Plan & Financial Management Capacity		
<i>Evaluative Comments</i>	<ul style="list-style-type: none"> The per pupil revenues noted in the application's seven (7) year budget workbook include both the state and local per pupil amounts (tab "revenue assumptions") as well as the 2.5% growth factor and the application of teacher unit allocations. The applicant clearly noted in the application (p. 68) and Budget Narrative and Worksheet the articulated revenues for startup that have been secured as well as the ongoing funding provided through local, state, and federal sources. Furthermore, the application does not rely on CSP funding for startup and initial operations while still preserving a fund balance that increases reasonably in the out years. Expenses in the application are explained and scale with enrollment, as necessary. The application notes (Attachment 31.3) that there is a contingency of 1% in each year of the model, an expected net surplus of 1% -3%, and there is a plan to scale staffing in the event of a major challenge to the revenue model. 		
Section Score 20/20	Section 3: Financial Plan		

SECTION 4. OVERALL ALIGNMENT AND VIABILITY – 15 points

Overall Alignment & Viability	
Insufficient 1	Weak 5
<ul style="list-style-type: none"> The applicant team does not appear to have a clear understanding of the academic program proposed or a strong implementation strategy in place. 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. 	<ul style="list-style-type: none"> Knowledge around the academic program is limited to one or two individuals. 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. In the event that a leadership team has not been identified, the plan to identify an effective leadership team is insufficient or unconvincing.
Fair 10	Excellent 15
<ul style="list-style-type: none"> Most members of the team are well versed in the academic program and a plan for implementation is in place. 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. In the event that a leadership team has not been identified, the plan to identify an effective leadership team is sound and convincing. 	<ul style="list-style-type: none"> All members of the team are well versed in the academic program and provided compelling information in response to interview inquiries. 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. The leadership team identified has a track record of success.
Excellent – 15	Overall Alignment & Viability
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> All members of the applicant team participating in the interview (head of school, board member, NSFA support) are well versed in the academic program of the school. The applicant team provided compelling, organized, and thorough responses in alignment to the application during the capacity interview. The applicant notes CSP as a \$1.5M revenue assumption in the Budget Workbook; however, the funds are not considered for financial solvency and not explained regarding their use. This represents a large opportunity to further develop the startup and sustainability plan and should be considered and planned for although, overall, there are no significant concerns about financial viability or the capacity of the leadership team and their back-office provider. The application (p.46-47) and the attached resumes for the school leader and board members show the leadership team identified has a track record of success. The proposed head of school has taught for six years in the Perry County Schools system and for five years as an adjunct instructor at Marion Military Institute. Additionally, three board members have education experience.
Section Score – 15/15	Section 4: Overall Alignment and Viability

Experienced Operators if Applicable			
Weak 1	Fair 3	Very Good 5	Excellent 10
<ul style="list-style-type: none"> 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: 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. 	<ul style="list-style-type: none"> 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: 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. 	<ul style="list-style-type: none"> 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: 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. 	<ul style="list-style-type: none"> 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: 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.
N/A	Experienced Operators if Applicable		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> Not Applicable: This topic does not apply to this applicant. 		
Section Score- N/A	Section: Experienced Operators		

Conflicts of Interest		Yes/No
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 (Attachment 16):		No
<ul style="list-style-type: none"> • <i>Code of Ethics Policy.</i> • <i>Conflict of Interest Policy.</i> 		
The applicant has provided a signed, conflict of interest statement for every:		Yes
<ul style="list-style-type: none"> • <i>Applicant team member</i> • <i>Identified board member</i> 		
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"> • The board's code of ethics policy and conflict of interest policy are included in the attachments. • The applicant provided an attachment that included signed conflict of interest statements for each applicant team member and each board member. • The applicant provided a statement of assurances agreeing to requirements should approval be granted. 	

¹For 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.