

ALABAMA NEW CHARTER SCHOOL APPLICATION EVALUATION REPORT



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

Ivy Classical Academy – Draft Recommendation to the Commission

Non-Profit Information			
Non-Profit:	<i>Alabama Classical Group</i>	Education Service Provider (ESP)	None
		Name (# of ESP schools)	None
School Information			
School:	<i>Ivy Classical Academy (ICA)</i>	Home District:	<i>Autauga County</i>
Grade Configuration at Start:	<i>K – 6</i>	Districts Served:	<i>Autauga, Elmore, and Montgomery</i>
Grade Configuration at Scale:	<i>K – 12</i>	Year Opening:	<i>2021 – 2022</i>
Enrollment at Start:	<i>530</i>	Enrollment at Scale:	<i>1046</i>
Proposal Summary			
<ul style="list-style-type: none"> Academic Model: The applicant proposes opening a K-12 school in Autauga in SY2021-22 with 530 students in K-6. At scale, ICA will serve 1,046 students in K-12. ICA will provide a classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue. Additionally, ICA will partner with Hillsdale College's Barney Charter School Initiative (BCSI) in designing and implementing the proposed educational program. Financial Model: The financial plan is unclear. There are variances between the financial plan and capacity document (Attachment 31.2) and the Excel budget workbook (Attachment 31.1), and a start-up budget was not provided. Additionally, the financial plan does not include explanations for all sources of revenue. Organizational Model: ICA will be governed by a Board of Directors that currently includes ten members. Board members demonstrate expertise in a variety of areas such as education, academic administration, operations, finance, facilities, real estate development, and finance. The school will be led by a school leader who reports to the board and is charge of the day-to-day school operations. 			
Statement of Assurances Included:			Yes
Potential Conflicts of Interest Identified:			No

K-12 – New Operator

Section	Points Possible	Score
Educational Program	107	50
Operations Plan	69	28
Financial Plan & Financial Management Capacity	20	3
Overall Alignment	15	TBD
Experienced Operators (If Applicable)	N/A	N/A
Total	211	TBD

**Strengths of the Application:**

- ICA will contract with BCSI in the design and execution of the proposed educational program. In the application, the applicant states that BCSI has collaborated with approximately two dozen other classical education schools across the country and has developed a curriculum that has shown success across a wide variety of student backgrounds.
- There is compelling evidence of parent/family and community support as seen in letters of support from the Mayor of the City of Prattville and a member of the Alabama House of Representatives, as well as close to 400 completed pre-enrollment forms for students in K-6.
- ICA's Board of Directors demonstrates expertise in several areas such as education, family and community engagement, special populations, finance, facilities, and real estate development.

Areas Needing Further Attention:

- The applicant does not clearly articulate how all aspects of the proposed school model are culturally responsive beyond indicating that the school will be open to all students and will not discriminate based on race, ethnicity, gender, culture, or socio-economic background.
- The applicant does not provide sufficient detail to provide a clear, cohesive description of the proposed educational program, nor do they present why the proposed educational program will meet the needs of the anticipated student population. For example, the applicant identifies several primary instructional strategies but do not provide a rationale for why they were selected or how they work together in a cohesive manner.
- While the applicant intends to partner with BCSI, evidence was not provided to demonstrate that BCSI has been successful at schools serving similar student populations.
- The financial plan and capacity document (Attachment 31.2) and the Excel budget workbook (Attachment 31.1) are not fully aligned. For example, there are revenue assumptions that differ between the two documents. Additionally, there are misstatements and missing assumptions for revenues and expenses, and the document lacks a clear explanation of CSP funding of \$1.5M. Further, a start-up budget is not provided to determine viability of the planning year.

ALABAMA PUBLIC CHARTER SCHOOL COMMISSION
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SECTION 1. EDUCATIONAL PROGRAM

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 <u>provided</u> 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 <u>summarized</u> 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.
Fair – 2	Educational Program Overview		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> The applicant defines four essential design elements for the proposed school model (p.16): 1) classical education; 2) student character development; 3) family involvement; and 4) sense of community. In the application, the applicant identifies three mission-specific academic and organizational goals and targets (p.17): 1) achieve and maintain a 10% or less chronic absenteeism rate; 2) maintain a 75% proficiency rate for students participating in Latin language studies; and 3) Raise the overall proficiency levels in reading, math, and science. However, while the applicant references a chart that includes the target annual increase in proficiency levels in reading, math, and science, the chart is not included in the application, so the goal around raising overall proficient levels is not specific. The applicant indicates (p. 19) that the school will collaborate with Hillsdale College's Barney Charter School Initiative (BCSI) in the design and execution of the school, and BCSI has collaborated with approximately two dozen other classical schools. The applicant notes that other schools affiliated with BCSI report an average increase of 20% in reading proficiency and a 10% increase in math proficiency as compared to their district counterparts. The applicant adds that Archimedean Upper Conservatory serves students in grades 9-12 with a student population that is 86% minority and 60% economically-disadvantaged, and has achieved positive results, such as an average SAT score of 1798 versus the state average of 1396. However, this school is not affiliated with BCSI, and no specific data or research is provided in the application to show how the BCSI program or key design elements has proven successful with a similar population as the proposed school, or that it is likely to be rigorous and engaging. According to the application (p.22), Ivy Classical Academy (ICA) will incorporate cultural competency into professional development activities in order to develop culturally responsive instruction. The applicant adds that a variety of instructional methods will be used, and multicultural viewpoints will be encouraged in order to promote cultural responsiveness; however, further detail is not provided to clearly describe the culturally responsive aspects of the educational program. 		

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. Little to no description of instructional strategies. 	<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. For internally developed curricula, there is a limited or incomplete description regarding how the curriculum will be developed. 	<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 and how they support the vision. 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. 	<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, 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. There is a detailed, sophisticated, and comprehensive description of the primary instructional strategies along with compelling research, or experience- based rationale
Fair – 3	Curriculum & Instructional Design		
Evaluative Comments:	<ul style="list-style-type: none"> In the application, the applicant identifies key components of the basic learning environment (p.25) such as having lower grade class sizes of approximately 22 students and middle and upper grade classroom sizes of approximately 26 students. The applicant adds that the overall student to teacher ratio will range from 11:1 to 13:1. However, while the applicant indicates that teachers will receive professional development around cultural sensitivity and responsiveness, it is unclear how the proposed basic learning environment will specifically be culturally responsive. The applicant indicates that the curricula suggested by BCSI is not aligned to the Alabama Course of Study (ALCOS) but can be adapted to be better aligned (p.26). ICA intends to use curriculum such as Core Knowledge, The Writing and Spelling Road to Reading and Thinking, and Singapore Math. Additionally, it is not clear which versions of Core Knowledge ELA and science, and Singapore Math the applicant intends to use. The applicant also provides rationales for each selected curriculum. For example, The Well-Ordered Language curriculum (p.30) was selected because it presents grammar in a clear, orderly way; however, it is not clear how the selected curricula support the vision. The applicant lists 43 elements from Robert Marzano’s <i>The New Art and Science of Teaching</i> that will guide instruction and management (p.41). They also identify numerous primary instructional strategies, such as presenting content in small chunks and engaging students in cognitively complex tasks. However, they do not provide a rationale for why Marzano’s 43 elements or the primary instructional strategies are being used. Additionally, while they indicate that the primary instructional strategies are culturally responsive, they do not provide further explanation to demonstrate how they are culturally responsive. 		

Student Performance Standards			
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 exit standards for graduating students.	<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 next and that they are based on research and/or best practices.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	<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 culturally responsive(1) plan for clearly communicating these criteria to staff, students, and families.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.	<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 the school's education program, mission, and vision. The applicant has provided a strong, culturally responsive(1) plan for clearly communicating these criteria.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.
Very Good – 3	Student Performance Standards		
Evaluative Comments:	<ul style="list-style-type: none">In the application (p.45), the applicant states that the school's performance standards are based on the Alabama College and Career Ready Standards (CCRS) and the proposed learning standards for each grade are based on ALCOS (Attachment 3.2); therefore, they are aligned with State Standards. However, the applicant also indicates that students will take the National Latin Exam and references attached learning standards; but the attachment was not included and given that, these standards are unclear.The applicant states that grade promotion decisions will be made collaboratively by appropriate administrators, faculty/staff, and parents (p.46), and minimum academic standards will be established in order to be promoted to the next grade, citing research (Hanover Research, 2013) that found that promoting an underprepared student may cause that student to fall further behind. Additionally, the applicant notes that the policies, standards, and expectations are aligned to ICA's education program, mission, and vision as students must meet minimum standards in both academics and Latin, which is a core component of classical education. They add that that ICA will communicate criteria to staff, teachers, students, and families in the staff and faculty handbook and the student and parent handbook (which might be offered in multiple languages), which will be formalized during the planning year.The applicant states that exit standards will mirror Alabama High School Graduation Requirements (Attachment 3.1).		
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/orlittle 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	<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; andif graduation requirements for the school will exceed state standards, an explanation of the additional requirements was minimally described.	<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	<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.

<p>requirements will ensure student readiness for college or other postsecondary opportunities.</p> <ul style="list-style-type: none"> 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"> 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. 	<p>will ensure student readiness for college or other postsecondary opportunities.</p> <ul style="list-style-type: none"> 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 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.
Fair – 2	HS Graduation Requirements (HS Only)		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> According to the application, ICA's graduation requirements will mirror Alabama High School Graduation Requirements (p.48), with some modifications. For example, while Alabama High School Graduation Requirements includes 2.5 credits of electives, ICA's recommended requirements includes four credits of electives. The applicant explains how students will earn credit hours (1/2 credit for each semester course and 1 credit for a year-long course); how grade-point averages (GPA) will be calculated (p. 49), what information will be on transcripts (e.g., courses completed, course grades, State assessments); and what electives will be offered (e.g., fine arts, physical education). As previously mentioned, ICA's graduation requirements will mirror Alabama High School Graduation Requirements (p.48) with some modifications; however, the applicant did not provide an explanation of the additional requirements. The applicant states that ICA will adopt the Alabama CCRS standards, which are aligned with college-and-career expectations according to the Alabama Department of Education (p. 45). In addition, they state that given the classical education received, students will graduate as highly literate and ethical citizens (p.50). The applicant identifies some systems and structures for serving students at risk of dropping out and/or not meeting the proposed graduation requirements (p.50). For example, if students do not meet state performance levels in reading, writing, mathematics, and/or science, ICA will work with the students' parents to develop and implement a plan that might include summer school, modified curriculum, etc., and will be monitored for progress. 		

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, and/or 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 and/or 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 	<ul style="list-style-type: none"> There is a clear description of the annual academic schedule for the school which explains and 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 	<ul style="list-style-type: none"> There is a clear and compelling description of the annual academic schedule for the school which explains and 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

	weekly schedule will be optimal for student learning.	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.	faculty/staff development needs.
Fair – 2	School Calendar and Schedule		
Evaluative Comments:	<ul style="list-style-type: none">According to the application, ICA will follow the Autauga County Public Schools’ calendar (p. 51), which includes 180 instructional days.The applicant states that the proposed 180 instructional days is in line with Alabama Department of Education’s expectations which will provide sufficient time to deliver all necessary core content material to fulfill both ICA’s educational program as well as Alabama Standards. However, they do not clearly explain and/or demonstrate how the calendar reflects the needs of the educational program.In the narrative and the proposed school calendar (p.51, Attachment 5.2 and 5.3), the applicant acknowledges the total number of instructional days and hours (180 instructional days, 1080 instructional hours), holidays, make-up days, and state assessment days.The applicant describes the structure of the school day (8:00 a.m.-3:00 p.m.) and week (Monday through Friday), including the total number of instructional hours/minutes in a day for core subjects (290 minutes of daily instructional time in the Lower School and 250 minutes in the Upper School). However, the applicant does not define the number instructional hours/minutes in a day for each core subject such as language arts, mathematics, science, and social studies.According to the application, ICA’s daily and weekly schedule is optimal for student learning because it breaks classes down into smaller blocks of time (p.53). However, no further explanation is provided to clearly demonstrate why this is optimal for student learning.		
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/orthere 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.
Very Good – 10	School Culture		
Evaluative Comments:	<ul style="list-style-type: none">The applicant states that ICA will promote a positive and culturally inclusive academic environment by collectively acknowledging that all students are unique and require direction and guidance to reinforce their intellectual and social development, and that inclusiveness will take part in the classroom through active participation and engagement (p.54). They add that ICA’s culture is informed by seven virtues: excellence; prudence; respect; perseverance; integrity; and courage. However, further detail is not provided to clearly articulate what the school’s culture is, and how it will promote a positive and culturally inclusive academic environment.According to the application (p.54), starting from the first day of school, ICA will establish and maintain the school culture for students, teachers, administrators, and parents/guardians through policies and systems such as the seven virtues (in lesson planning); school uniforms; and an Upper School house system (for grades 7-12). Additionally, the applicant indicates that		

	students entering mid-year will be assigned to an ambassador student and parents/guardians will be assigned to an ambassador family to help with the school transition.		
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) extra-curricular or co-curricular activities offerings and how they will be delivered and funded. and/orthere 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 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) extra-curricular or co-curricular activities offerings and how they will be delivered and funded is limited in scope and/ordoes not provide sufficient detail to determine sufficient resources and/or program viability. and/orthe 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) extra-curricular or co-curricular activities offerings andhow 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) extra-curricular or co-curricular activities offerings andhow they will be delivered and funded, including the schedule, length, and anticipated participants, andhow 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		
Evaluative Comments:	<ul style="list-style-type: none">The applicant states that ICA’s Governing Board and school leaders will determine what extra-curricular activities will be offered at the school during the planning year (p.59). They give examples of potential extra-curricular activities such as Latin club, science club, brain bowl, art club, etc. However, while they indicate that extra-curricular activities will be available to all students regardless of race, ethnicity, gender, culture, or socio-economic background, they do not articulate how the extra-curricular activities themselves will be culturally responsive.The applicant states that all extra-curricular activities will be funded through fundraising efforts, activity-based fees, and other funding sources such as sponsorships, but do not provide projected estimates of extra-curricular activities to determine sufficient resources and/or program viability. Additionally, they add that the schedule, length, and anticipated participants will vary greatly depending on the activity, but do not provide further detail or examples of what this might look like.According to the application, ICA will finance student participation in district sponsored interscholastic programs through fundraising, athletic fees, and sponsorship opportunities; however, they do not provide further detail to determine sufficient resources and/or program viability.The applicant identifies six supports that ICA will provide to ensure the mental, emotional, and social development and health of students (p.61): a counselor; core virtues; discipline; Upper School house system; after-school care; and tutoring. They add that some of these supports such as counseling and tutoring will have funds allocated through the budget, and other supports will be provided on a fee-based basis (e.g., after-school care). However, it is not clear from the submitted budget that funding has been allocated toward counseling and tutoring. Additionally, while the applicant indicates that all of these supports will be provided in a culturally responsive manner in which all students will be provided access without prejudice or discrimination, they do not clearly articulate how these supports are specifically culturally responsive.		

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		
Evaluative Comments:	<ul style="list-style-type: none">The applicant states (p.63) that based on Autauga County data, they anticipate a student population that includes 10% of students receiving special education services and less than 2% of students receiving English Language (EL) services. The applicant states that ICA will prioritize the inclusion of students with disabilities in the classroom (p.65) and provide supports such as tutoring or targeted sessions during the school day, prioritized inclusion with in-class support, etc., which will be informed by the Plain Language of Special Education model that was developed by Auburn University and the Alabama State Department of Education. Additionally, the applicant indicates that while they do not anticipate having many English Language Learners (ELLs) based on the data cited above, they will provide EL services as informed by the Alabama ELL Identification and Placement Guidance Document (Attachment 8.2). They also note that ICA will have a gifted and talented program, in which identified students will receive accelerated instruction options via individualized online curriculum, independent study topics, outside enrichment programs, and specialized field experiences. Finally, the applicant describes how ICA will serve students at risk of academic failure (p.65), noting that it will implement a Response to Intervention (RtI) model in order to identify and meet the learnings of students at-risk of academic failure. They add that they will offer remediation supports such as online educational platforms, STREAM technologies, Orton Gillingham methodology, etc., which will be informed by the RtI framework established by the Alabama State Department of Education (Attachment 8.1).According to the application (p.66), the applicant states that the school intends to include all students in the general education classroom as much as possible but understands this is not always possible. They provide three scenarios for students with disabilities: 1) general education classroom with support; 2) partial mainstream/inclusion classroom; and 3) special education class.		
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.

Fair – 2	Student Recruitment & Enrollment			
Evaluative Comments:	<ul style="list-style-type: none">The applicant summarizes ICA’s current recruitment efforts, indicating that they have received close to 400 pre-enrollment forms for grades K-6 in Fall 2021 (Attachment 10.1). Additionally, the applicant identifies multiple marketing strategies (e.g., public forums, community events, newspaper and radio advertising, billboards, social media, informational sessions) that will target all areas of Autauga County. The applicant indicates that in order to provide equal access to all interested students and families, they will employ strategies such as providing information in various formats (e.g., online, written), languages, and through various channels (e.g., churches); however, it is unclear how the student marketing and recruitment plan is culturally inclusive.In the application, the applicant indicates that Autauga County is at risk as a whole (p.71), with approximately one in every two public school students identified as economically-disadvantaged by Autauga County Public Schools. They assert that because of this and the size of the county, their outreach plan will encompass all students including at-risk students. However, they do not specifically describe the school’s outreach plan to at-risk students, which they indicate earlier is 44.9% (p.9).			
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/orlittle 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/orlittle 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 andexplanation 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 andexplanation 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, <u>and due process requirements</u>.The applicant demonstrates the capacity to successfully implement the discipline plan schoolwide.	
Fair – 2	Student Discipline Policy & Plan			
Evaluative Comments:	<ul style="list-style-type: none">In the application (p.74), the applicant states that its proposed discipline policy and plan (Attachment 11.1) was developed in consultation with BCSI and other BCSI-affiliated schools in order to create a culture of accountability and responsibility. The proposed discipline policy and plan identifies disciplinary interventions such as yellow slips and pink slips and outlines the procedures for due process and the rights of students with disabilities in disciplinary actions and proceedings. However, while the applicant cites two research studies (p.74) around the importance of reducing disproportionate incidents of discipline based on race, ethnicity, or language barriers and culturally responsive discipline, they do not clearly explain how ICA’s proposed discipline policy and plan was based on research, theory, experience, and best practices.The applicant cites research (Culturally Responsive Behavior Supports, 2011) that stated that culturally responsive discipline is when teachers ensure all students are treated equally with no discrimination or prejudice based on race, ethnicity, culture, gender, religion, or socio-economic background (p.74). They add that the discipline policy is aligned with those which have been successfully implemented at other BCSI-affiliated schools; however, data is not provided to support the assertion that the discipline policies have been successful, nor is it clear that they have been effective for a similar student population as ICA’s anticipated student population.			

	Additionally, they do not provide further detail to demonstrate how the discipline policy is in compliance with applicable state laws and authorizer policies.		
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 has assessed and built parent/guardian and community demand for the proposed school and/orlittle to no description 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 has described and provided evidence on the role to date of the parents/guardians and community members involved in developing the proposed school andhas mentioned other evidence of parent/guardian and community support for the proposed school, though the information is limited and lacking in sufficient detail to determine engagement.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 has described and provided evidence on the specific role to date of the parents/guardians and community members involved in developing the proposed school andhas included any other evidence of parent/guardian and community support for the proposed charter school.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 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 andhas included any other evidence of parent/guardian and community support for the proposed charter school.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.
Fair – 2	Family & Community Involvement		
Evaluative Comments:	<ul style="list-style-type: none">The applicant states that nine out of ten Board members will have children or grandchildren enrolling in ICA (p.77) and all Board members reside in Autauga County; therefore, parents/guardians and community members have been involved in the development of the proposed school from the beginning. However, they do not discuss how they have engaged or involved other parents/guardians and community members besides themselves.Review of letters of support from the Mayor of the City of Prattville and a member of the Alabama House of Representatives (Attachments 12.1 and 12.2) as well as completed pre-enrollment forms for close to 400 students (Attachment 10.1) demonstrates that the applicant has garnered strong parent/guardian and community support for ICA.As previously mentioned, the school has assessed and built parent/guardian and community demand for the proposed school as seen in letters of support and completed pre-enrollment forms (Attachments 10.1, 12.1, 12.2). Additionally, the applicant indicates that an informative video uploaded to ICA’s Facebook page was viewed over 2,400 times (p.78). The applicant also explains that upon approval, ICA will begin filling volunteer positions in order to help support them in effectively and efficiently reaching out to all prospective families and students in Autauga County through the diverse, culturally inclusive marketing and recruitment strategies previously mentioned (e.g., providing information in various formats, languages, and through various channels).		
Educational Program Capacity			
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.
Fair – 5	Educational Program Capacity		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> According to the application, current key members of the leadership team include ten Board members, the BCSI, and key community members; however, they do not specify who the key community members or BCSI representatives are. Review of the application (p.85), biographies, and résumés (Attachment 1.1) demonstrate experience in school leadership, administration, and governance; curriculum instruction, and assessment; performance management; family and community engagement; and special populations. However, while the applicant states that at the core of ICA is the inclusion and acceptance of all (p.87), they do not provide evidence of individual or collective qualifications and capacity in cultural competence/inclusiveness. 		
Section Score 50/107	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.
Very Good – 4	Organization Structure & Partnerships		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none">The applicant provides organizational charts for Year 1 and Year 5 and beyond (Attachment 19.2).The organizational charts (Attachment 19.2) and job descriptions (Attachments 15.2 and 15.3) outline the lines of authority and reporting among the governing board, school leader, management team, staff, and advisory bodies (e.g., parent teacher organization), and describe roles and responsibilities for each role. For example, the school leader reports to the Board of Directors. The applicant states that ICA will form a partnership with a local CPA firm (which is included in the organizational charts) but has not yet formalized an agreement with a specific firm (p.92). The applicant indicates that although BCSI will be supplying the curriculum and professional development opportunities (p.93), they will not have a central role in management, so they are not included in the organizational chart. However, review of the letter of intent (Attachment 13.1) between ICA and BCSI finds that BCSI does play a significant role in the school. For example, the letter of intent states that BCSI has the right to require ICA to create and submit a remediation plan to BCSI if they are not accomplishing tasks during the planning year within established time limits. Additionally, the letter of intent states that BCSI will interview prospective school leaders and provide a recommendation, and although ICA makes the final hiring decision, that decision may impact BCSI’s future relationship affiliation with ICA.		
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.

Very Good – 10	Governing Board		
Evaluative Comments:	<ul style="list-style-type: none">In the application (p.94), the applicant describes the governance structure of the proposed school, including the primary roles of the Board of Directors (e.g., focus on long-term strategic planning, oversight of the school’s operations and finances, evaluation of the school leader). Additionally, they describe how the Board will interact with the school leader and advisory bodies. For example, the school leader will attend all Board meetings to provide updates on student performance, the state of the school as a whole, and any needs. The advisory bodies will include at least one Board member or senior school administrator and will be required to keep meeting minutes that will be made available to Board members.The applicant states that the desired size and composition of the Board is seven members that includes parent representatives (p.95). They explain that while the Board currently has ten members, two members will roll off due to spousal/double representation, and one member will roll off due to time constraints. Additionally, the applicant outlines powers (e.g., to elect and remove members) and duties (e.g., exercise continuing oversight over school operations) of the Board.The applicant identifies key skills (e.g., teaching experience, policy development, budgeting), areas of expertise (e.g., academic administration, curriculum design and development, public finance), and constituencies represented by current, committed Board members. (e.g., parents, Autauga County residents).		
Staffing Plans			
Weak 1	Fair 2	Very Good 3	Excellent 4
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: <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.	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: <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.	The applicant has provided a completed staffing chart for the school with accompanying notes or roster to identify the following: <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.	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: <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.
Fair – 2	Staffing Plans		
Evaluative Comments:	<ul style="list-style-type: none">The applicant provides a staffing chart that outlines Years 1 through 5 (Attachment 23.1) and includes administrative, instructional, and non-instructional personnel; the number of classroom teachers, paraprofessionals, and specialty teachers; and operational and support staff. The applicant explains why ELL teachers are not included on the staffing chart, noting that because of the small percentage of ELL students in Autauga County (less than 2%), they intend to hire ELL-certified teachers who can serve in a dual capacity, rather than hire dedicated ELL teachers. However, there is some misalignment between the staffing chart and the organizational charts. For example, the staffing chart indicates that the assistant school leader of administration, nurse, student services counselor, reading coach, secretary, cafeteria manager, and cafeteria worker will begin in Year 1, but those positions are not included in the Year 1 organizational chart.		
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;	<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;	<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;	<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;

<ul style="list-style-type: none"> • how the professional development plan will include 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 • the extent to which professional development will be conducted internally or externally and will be individualized or uniform. 	<ul style="list-style-type: none"> • how the professional development plan will include 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 • the extent to which professional development will be conducted internally or externally and will be individualized or uniform. 	<ul style="list-style-type: none"> • how the professional development plan will include 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 • 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. 	<ul style="list-style-type: none"> • how the professional development plan will include 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 • 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.
Fair – 3	Professional Development		
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> • The applicant states that ICA's professional development plan will follow core components identified by the National Learning Institute (p.115): content focus; active participation; supports collaboration; effective practice; provides coaching and expert support; offers feedback and reflection; and sustained duration. However, while the applicant indicates that by adhering to these core components, ICA will enhance teacher growth and preparedness, they do not specifically articulate how these core components will support effective implementation of the proposed educational program. • In the application (p.116), while the applicant acknowledges the importance of incorporating cultural competency in professional development as well as building staff capacity in the collection, analysis, and use of performance data to improve student learning, they do not provide further detail to clearly describe how the professional development plan will support the development and practice of these areas. • According to the application (p.117), professional development sessions will be developed and conducted internally by teachers, with oversight from the school leader and assistant school leader of academics. ICA will also pursue external opportunities such as professional development sessions provided by BCSI. Additionally, the applicant notes that some professional development sessions will be mandatory while others are optional, in order to provide teachers the flexibility to choose based on needs. However, further detail is not provided to clearly describe the extent to which professional development will be conducted internally or externally or will be individualized or uniform. 		

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/orsome 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.
Fair – 3	Performance Management		
Evaluative Comments:	<ul style="list-style-type: none">In the application (p.119), the applicant defines three mission-specific academic and organizational goals (reducing chronic absenteeism, Latin proficiency, and general student proficiency) and identifies measures or assessments they plan to use (e.g., absenteeism data, state assessment data).Two of the goals that the applicant provides are specific, measurable, action-oriented, realistic, and time-bound (p. 119). For example, one goal is to maintain a 10% or less schoolwide rate of chronic absenteeism each year. However, while the applicant indicates that another goal is to raise the overall proficiency levels in reading, math, and science, and refers to a chart that includes target annual increases in proficiency, the chart is not included in the application.According to the application (p.121), ICA will use formative and summative assessments to measure and evaluate the progress of individual students, student cohorts, and whole school throughout the year, at the end of each academic year, and for the charter contract term. However, further detail is not provided to clearly articulate how the school will measure and evaluate the mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the year, at the end of each academic year, and for the charter contract term.		
Facilities			
Weak 1	Fair 2	Very Good 8	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.
Fair – 2	Facilities		

<i>Evaluative Comments:</i>	<ul style="list-style-type: none">The applicant identifies four prospective facility options (p.123 and Attachment 27.1), and states that they have begun initial discussions around each option. For example, one option is working with a construction company (Nudura and Project Frog) to build a facility on land that might be donated to the school. However, the applicant does not provide sufficient detail about plans for renovations, timelines, financing, etc. to demonstrate that they will be able to have the facility ready to open in Year 1. Furthermore, the financial plan and capacity document (Attachment 31.2) and the Excel budget workbook (Attachment 31.1) show different amounts for facility acquisition (\$1,050,000 vs. \$690,000 respectively) without clear acknowledgement within the facilities plan or the facilities plan attachment.			
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 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 budget. The applicant has provided a school transportation plan with arrangements for prospective students, daily transportation needs, anda 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, andis in alignment with the proposed start-up budget.The applicant has provided a comprehensive school transportation plan with arrangements for prospective students, daily transportation needs, anda 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.	
Weak – 1	Startup & Ongoing Operations			
<i>Evaluative Comments:</i>	<ul style="list-style-type: none">The applicant provides a start-up plan (Attachment 28.1) that includes tasks (e.g., develop teacher agreements), timelines (e.g., October 2020), and responsible individuals (e.g., facilities committee). Additionally, the applicant explains that they will form start-up committees (p.126) comprised of Board members, school leaders, and qualified parents and community volunteers which will be assigned to specific tasks on the start-up plan (e.g., the enrollment committee will collect student records); however, the role of the yet-to-be hired School Leader is unclear, and they do not specify which board members and volunteers will serve to complete the functions noted.The applicant does not provide a start-up budget.The applicant explains that ICA does not plan on offering daily transportation services (p. 126), citing Code of Alabama, Section 16-13-233 which states that public charter schools are not required to provide transportation. They add that ICA will reassess transportation needs each year to determine if the school can and should offer daily transportation services. Additionally, the applicant states that they have been in discussions with the YMCA about the use of athletic fields and facilities, and they have determined that the YMCA can legally provide transportation for students participating in athletics and physical education. However, while they note that an agreement will be formalized between ICA and YMCA during the planning year, they do not define the costs related to this agreement. Additionally, they do not address a plan for meeting transportation needs for field trips or for students with disabilities.The applicant’s plan for food service is vague and there is no clear plan for USDA breakfast and lunch programming within the school day. Also, the application cuts off the narrative explanation for the food service provider selection (p.130), so it is incomplete. Furthermore, the insurance coverage (Attachment 28.2) is merely a listing of definitions for various insurance coverages excluding coverage limits, applicability to the school and required by Alabama statute.			

Operations Capacity	
Weak 1	Fair 2
<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
Very Good 3	Excellent 4
<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
Very Good – 3	Operations Capacity
Evaluative Comments:	<ul style="list-style-type: none"> In the application, the applicant provides evidence demonstrating individual and collective qualifications and expertise in staffing; professional development; performance management; general operations; and facilities management. For example, the applicant states that multiple Board members are small business owners whose responsibilities include all facets of staffing (p.131). Additionally, four Board members have extensive experience in facilities management and real estate. For example, one Board member served as a Vice President at a professional facilities management company for eight years.
Section Score 28/69	Section 2: Operations Plan

SECTION 3. FINANCIAL PLAN – 20 points

Financial Plan & Financial Management Capacity	
Not Included 1	Weak 5
<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.
Fair 15	Excellent 20
<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.
Weak – 3	Financial Plan & Financial Management Capacity
Evaluative Comments	<ul style="list-style-type: none"> The applicant submitted an operating budget (Attachment 31.1); however, there are revenue assumptions in the financial plan and capacity document (Attachment 31.2) that differ from those in the operating budget (Attachment 31.1) as well as the application (p. 4). Furthermore, it is not clear if the CSP funding is included in the revenue and there is no assumption for USDA revenues tied to the food service plan. The financial plan and capacity document (Attachment 31.2) does not include explanations for several other sources of revenue including Public School Fund – Capital Outlay, IDEA (which is included in state/local revenue not Federal) and it states (p.6) that \$195,000 for charter school grant will be included each year for Years 0-2 but that amount is not reflected in the budget. There are variances between the financial plan and capacity document (Attachment 31.2) and the operating budget (Attachment 31.1) but both contain a deficit in Years 2 and 3 of operation. The total five-year deficit ranges between -\$45,919 and -\$275,919. Furthermore, the revenue varies between the documents by \$400,000 and the expenses vary by \$630,000 in total as well as various categories within the detail.
Section Score 3/20	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.
Post-Interview	Overall Alignment & Viability
<i>Evaluative Comments:</i>	<ul style="list-style-type: none"> The applicant team's understanding of the academic program and its plan for implementation will be assessed during the Capacity Interview. A final rating will be assigned post-interview for this section. The financial plan and capacity document (Attachment 31.2) and the operating budget (Attachment 31.1) are not fully aligned (e.g., different revenues) and do not reflect or include all assumptions. Additionally, a start-up year budget is not provided. Further, as previously mentioned, evidence such as biographies and resumes demonstrate that the leadership team provides operational expertise (e.g., staffing, general operations, facilities management); however, while the leadership team provides some academic expertise (e.g., school leadership, curriculum and instruction), it is not clear if they have sufficient capacity to effectively operate a high-quality charter school, nor is it evident that they have a track record of success.
Section Score – Post-Interview/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:		No
<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 applicant's conflict of interest policy (Attachment 18.2) describes the Board's ethical standards and procedures for identifying and addressing conflicts of interest and outlines the specific steps that the Board will take to avoid any actual conflicts and to mitigate perceived conflicts. • The applicant provides completed conflict of interest statements for all ten identified board members (Attachment 20.2); however, a completed conflict of interest statement is not provided for Tammy Starnes, who is listed as an applicant team member. • The applicant provided a completed statement of assurances (Attachment 18.1 and 20.1). 	

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.