



Special Called Board Meeting

July 21, 2022 6:00 PM

Williamson County Administrative Complex - Auditorium

1. Call To Order

- a. Pledge of Allegiance and a Moment of Silence
- b. Record Attendance

2. Items of Particular Public Interest (Public Comment)

Per School Board Policy 1.403 - Public Comment is limited to the business related to the call of the meeting and the details related to the agenda item(s) discussed or transacted by the Board at a special meeting.

3. Superintendent's Report

- a. Charter School Review Committee Report

4. New Business

- a. Appeal of Charter School Application

5. Adjournment

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MEMORANDUM

TO: Williamson County School Board

FROM: Leigh Webb, Assistant Superintendent of Secondary Schools

CC: Jason Golden, Superintendent

DATE: July 21, 2022

RE: Founders Classical Academy K-12 Charter Application Recommendation

Founders Classical Academy submitted an application for a K-12 public charter school in Williamson County on February 1, 2022. Based on the guidance from the TNDOE and Board Policy 1.901, the WCS Board-approved review committee evaluated the application utilizing the TN Charter School Application Scoring Criteria to formulate a recommendation to the Board. Upon a thorough review, the committee recommended denial of the charter application.

At the April 18, 2022 WCS School Board meeting, the Board reviewed the committee recommendation and voted to deny the Founders Classical Academy application. In accordance with TN & WCS Board Policies, the charter organization is granted the right to resubmit their application within 30 calendar days for reconsideration. A revised application was received on May 26, 2022, and the Board-approved review committee began a new evaluation of their application.

Upon final review of individual scoring rubrics, the ratings given by each committee member within the three rubric categories (academics, operations, and finances) were averaged to determine the summary rating for each category. For an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard set by the State. The committee recommendation is based on the written application (narrative and attachments), independent due diligence, and the initial applicant interview.

Based on the review of the revised application, the committee makes the following recommendations regarding the Founders Classical Academy K-12 Charter application:

- Academic Plan Design & Capacity Summary
 - Committee Recommendation: **Meets the Standard**
- Operations Plan & Capacity Summary
 - Committee Recommendation: **Does Not Meet the Standard**
- Financial Plan & Capacity Summary
 - Committee Recommendation: **Partially Meets the Standard**

The TN Department of Education Charter School Application Scoring Criteria states for an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard. Based on this fact and the committee's review, the charter school review committee **does not recommend approval** of the Founders Classical Academy K-12 charter application.

3.1 & 3.2		Summary	
Partially		Partially	
Does Not		Does Not	
Partially		Partially	
Partially		Partially	
Partially		Partially	
Partially		Partially	
Does Not		Does Not	
Partially		Partially	
Does Not		Does Not	
Partially		Partially	
Does Not		Does Not	
Does Not		Does Not	
Does Not		Does Not	
Partially		Partially	
		Summary	Summary Totals
Does Not - 6		Does Not - 6	132 - Does Not
Partially - 8		Partially - 8	107 - Partially
Meets - 0		Meets - 0	83 - Meets
			14 - N/A
			336 individual scores
		Partially	
			14 evaluators
			24 indicators
			336 individual scores

3.1 & 3.2		Summary	
Does Not		Does Not	
Does Not		Does Not	
Meets		Meets	
Does Not		Does Not	
Does Not		Does Not	
Does Not		Does Not	
Does Not		Does Not	
Does Not		Does Not	
Does Not		Does Not	
Does Not		Does Not	
Does Not		Does Not	
Does Not		Does Not	
Does Not		Does Not	
Does Not		Does Not	
Does Not		Does Not	
Does Not		Does Not	

				Summary Totals
Does Not - 13		Does Not - 13		233 - Does Not
Partially - 0		Partially - 0		86 -Partially
Meets - 1		Meets - 1		3 - Meets
				14 - N/A
				336 individual scores
		DOES NOT		
				14 evaluators
				24 indicators
				336 individual scores



TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide "a standard application format" (TCA 49-13-116), and "scoring criteria addressing the elements of the charter school application" (SBE Rule 0520-14-01-.01(1)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as "Meets or Exceeds the Standard." Evaluators will rate the responses by applying the following guidance:

Table with 2 columns: Rating, Characteristics. Rows include: Meets or Exceeds the Standard, Partially Meets Standard, Does Not Meet Standard.

The State Board of Education has adopted Quality Charter Authorizing Standards in Policy 6.111. Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer "[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school's development, and clear evidence of the applicant's capacity to execute its plan successfully." An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For

an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.11 Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.15 Financial Plan and Capacity: 3.1 through 3.3 Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.12 through 2.15 Financial Plan and Capacity: 3.1, through 3.3 Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) Financial Plan and Capacity: 3.1 and 3.2 Portfolio Review and Performance Record: 4.1

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the “Strengths” area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the “Concerns/Questions” area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.

4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the "Final Application Review" area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the "Final Application Review" area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: Laurette Carle

Proposed School Name: Founders Classical Academy

Application includes an Executive Summary.

Yes

No

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
There is a clear link to three of the purposes and the unique features of the school are described.		13-14
Concerns/Questions		Page
Only partially meets standard because the mission is not measurable and there is no description of how they will close any achievement gaps. The innovations described are not supported by evidence of success.		13
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
There is a clear link to three of the purposes and the unique features are described. The revised application talks about closing skills gaps within the student population of the charter school but does not address how the opening of this charter will close existing achievement gaps found in WCS. The revision does now state that teachers will understand Tennessee State Academic Standards and review recent TCAP data.		13-15
Concerns/Questions		Page
The mission is still not measurable.		13-18

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths in the plan for this standard.		16-18
Concerns/Questions		Page
Does not meet the standard because the community described is based on high growth without any reference to actual academic performance needs and the community is not well defined. The community is described broadly, the enrollment demographics are not reasonable, and the enrollment summary is more formulaic than reasonable.		16-18
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The revision makes it clear that the community has been defined as those wishing for a free option to give their children a classical type of education similar to that found in local private schools which charge tuition. The describe the community as having values that do not align with those of our school system. They desire more emphasis on Western thought and moral character.		21-24
Concerns/Questions		Page
The enrollment demographics are not reasonable for ED and SWD, and the enrollment summary is more formulaic than reasonable. They identify schools with lower achievement in Fairview and Spring Hill but suggest a Franklin location. In a later section of the application, they even suggest a possible Nolensville location. They do not clearly define the community. The data they provide for Heritage Middle does not include a data source and our district was unable to find any data that matches it. The premise that enrollment is down is outdated as the WCS enrollment has increased after the national dip due to COVID-19.		19-25

1.3 ACADEMIC FOCUS AND PLAN

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The school’s academic focus aligns with the school’s mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school’s academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students’ academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator’s existing schools and a strong rationale for these variances. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The focus described does align with the mission and vision and much of the plan is research-based.		19
Concerns/Questions		Page
It does not meet this standard because there is no evidence of alignment to Tennessee State Standards. The math progression is unclear (Algebra I is 8 th grade for all with no plan for students not ready), they do not address science education at all in section c and they do not address the needs of a targeted population since the targeted population is not defined. They do not describe an evidence-based plan for remediation.		20-23
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The focus described does align with the mission and vision and much of the plan is research-based.		26-55
Concerns/Questions		Page
The revised application added a lot of detail but most of the curriculum is still not aligned to the Tennessee State Standards. For example, Singapore Math is aligned to Common Core State Standards, but not TN Academic Standards. The Access Phonics program is not on the state approved list for curriculum. Nashville Classical is listed on p. 39 as evidence of the success of the classical approach, but that school’s state report card data declined much more than WCS’s did from 2019-2021. Their assessment plan on pages 35-36 is focused on skills, not standards. Sullivan County’s use of CKLA is presented as evidence of success in a public school in TN. WCS and many other TN school systems have been using the state’s version of CKLA for our Foundational Skills Literacy program in grades K-2 for the past two years. On p. 54, they state it could take two years to align their curriculum to TN State Standards. Statistics is not mentioned at all, but it is a key option for preparing students for college and career readiness.		26-39

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
They have a screener to measure skills and a tutoring program with Saturday school time. The attendance goals are realistic as they are lower than our current rates in the district.		25-26
Concerns/Questions		Page
The plan does not describe the frequency or time spent in academic interventions so there is no evidence that it aligns with the Tennessee guidance on RTI. We are unclear where the baseline data came from as it does not match anything we have in our district. The baseline data and goals are very general, and no description is made as to how they will individualize goals and progress monitor students.		25
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The revision has added a lot of information that aligns with and was taken from the Tennessee guidance on RTI ² . They mention using NWEA MAP as their universal screener but also mention Renaissance STAR. They have an aligned process. The goals are rigorous, but not realistic.		56-65
Concerns/Questions		Page

It is unclear if NWEA Map and/or Renaissance STAR are the universal screeners, but it is possible they are using them for different grade bands.	56-65
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE

Characteristics of a strong response:

- The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience.
- There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion.
- The applicant identifies specific ways to transform the existing school culture while respecting the school's history.
- If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues.
- If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

NA	
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Concerns/Questions **Page**

NA	
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Concerns/Questions	Page

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE

Characteristics of a strong response:

- The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State’s requirements.
- The applicant clearly and persuasively explains how the school’s graduation requirements will ensure student readiness for college or other postsecondary opportunities.
- The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths

Strengths	Page
There were no strengths in the plan for this standard.	29-31

Concerns/Questions

Concerns/Questions	Page
The plan does not meet Tennessee graduation requirements because it left off Algebra II, Lifetime Wellness, and the social studies requirements. It also listed speech and debate for fine arts which is not acceptable for state graduation or college entrance. The application does not explain how they will calculate GPA and does not clearly outline their “accelerated instruction” approach for at risk students.	29

Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths

Strengths	Page
The revision explains that transcripts will be in the student achievement record and information will be tracked in accordance with Tennessee statute.	29-31

Concerns/Questions

Concerns/Questions	Page

The plan does not meet Tennessee graduation requirements because it left off Algebra II, Lifetime Wellness, and the social studies requirements. It also listed speech and debate for fine arts which is not acceptable for state graduation or college entrance. The revision includes a GPA table, but they will need to also calculate it in a second table according to the Tennessee Uniform GPA rules for eligibility for the Hope Scholarships. On p.69, they reference automatic admission to public universities, but we believe that was copied over from TX and is not relevant to TN.

67-70

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths in the plan for this standard.		32-33
Concerns/Questions		Page
We do not see evidence that assessments are aligned to Tennessee state academic standards. The application does not explain which web-based platform would be used to help us ensure it meets all TN state and Federal privacy requirements and it does not clearly explain how that data will be analyzed in Dallas. It lacks a detailed plan to train teachers in analyzing data to inform instruction.		32-33
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The revision includes ReponsivEd training teachers in data analysis and how to use the data to inform instruction and intervention.		71-72
Concerns/Questions		Page
The revision includes State Standards spot quizzes but does not offer a deeper explanation of that component of the assessment plan and how they align. Some assessments listed on p.71 may not align to TN State Standards. The application does not explain which web-based platform would be used and it does not clearly explain how that data will be analyzed in Dallas.		71-72
1.8 SCHOOL CALENDAR AND SCHEDULE		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths in the plan for this standard.		34-35
Concerns/Questions		Page
Application is missing a detailed daily schedule by grade to see instructional times for the 174-day calendar mentioned. Unclear when the tutoring and tiered interventions are built into the daily schedule. Saturday School plan refers to addressing commonly missed questions from the state assessment, but we do not get that level of information from Tennessee. If they are basing it on internal assessments, we did not see in the prior section how those assessments align to Tennessee state standards. Concerned that summer school is typically only available to K-2.		34-35; A
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Student schedules from other charters were included as examples. Revised application includes plans to meet requirements.		73-77
Concerns/Questions		Page
No concerns		73-77

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
They have an identification process described. There is a plan for exiting English Learners from ESL services. Strategies were listed for meeting the needs of gifted students.		36-40
Concerns/Questions		Page
The plan does not address the leadership team’s strong experience with leading programs for special populations. There is no hiring plan to attract staff in these specialized roles. We are concerned they may not know that gifted students in Tennessee have IEPs. It was unclear if the additional tutoring for special populations was part of the Saturday School or provided during the school day. There was no plan described for exiting students with disabilities from services. We had serious concerns about lowering expectations for high concentrations of at-risk students (p.39). We could not tell who would be doing the evaluations and re-evaluations – no mention of a school psychologist was made. We also did not see strategies for meeting the needs of students with disabilities to access the general education curriculum.		36-39
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Revised application meets expectations, and the plan is strong for English Learners. Much of the plan is straight from the TN RTI2 Guidance.		83-87
Concerns/Questions		Page
For students with IEPs is included, but we are concerned about the need to rely heavily on partnerships or outside organizations for supporting high needs students or for keeping up with evaluations and re-evaluations. There is no hiring plan for specialized staff. It is still missing an exiting plan for Students with Disabilities.		77-87

1.10 SCHOOL CULTURE AND DISCIPLINE

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The plan for vision of school culture is clear. Plan for sustaining culture is coherent.		41-42
Concerns/Questions		Page
Only partially meets standard because the extremely long and comprehensive handbook provided in Attachment B does not align to Tennessee. It mentions laws and rules in other states. The Saturday School described in the handbook is for discipline, but in other parts of the application, it was an academic intervention. The handbook is very much focused on secondary level students and is not relevant to elementary. Also, Attachment C is in a completely different format than the handbook and aligns only to Texas law.		41-42; B, C
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Plan for vision of school culture is clear. Plan for sustaining culture is coherent.		88-91
Concerns/Questions		Page
Only partially meets standard because the extremely long and comprehensive handbook provided in Attachment B does not align to Tennessee. It mentions laws and rules in other states. The handbook is very much focused on secondary level students and is not relevant to elementary. Also, Attachment C is in a completely different format than the handbook and aligns only to Texas law.		88-91, B, C

1.11 RECRUITMENT AND ENROLLMENT

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant’s enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant’s student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
An enrollment plan is described		43-45; D
Concerns/Questions		Page
The plan does not address students who may live outside of the county (e.g., children of teachers who may live outside the county). There are still references to other states (p.44). The recruitment plan mentions translating into Spanish, but for WCS home languages, they may need to translate into Chinese, Korean and Arabic as well to be open to all. The enrollment and recruitment wording in this section, the attached policy (Attachment D) and the student handbook (Attachment B) have conflicting language and plans. It is unclear if they will be recruiting Franklin Special School District students and families as well as WCS zoned families for the K-8 grades.		43-45; D, B
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The revised plan addresses the indicators much more clearly. They do outline a plan for outreach for recruiting families.		43-45; D
Concerns/Questions		Page
It is unclear how they will recruit students who live in poverty, are academically low achieving or are experiencing homelessness. The recruitment plan mentions translating into Spanish, but for WCS home languages, they may need to translate into Chinese, Korean and Arabic as well to be open to all.		D, 102-103

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There is no evidence of strengths for this standard.		46-47
Concerns/Questions		Page
The application did not have an Attachment E. There is no evidence of a clear plan.		46-47
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		
The revised application includes all parts and an Attachment E to meet this standard.		
Concerns/Questions		
No concerns		

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: The plan has a clear mission focused on culture.</p> <p>Weaknesses/Questions: There is no evidence the school will align its instruction and assessments with Tennessee state standards. There is no evidence its existence will help close achievement gaps for students in Williamson County. There is no evidence that the strategies used have a research base for effectiveness with high achieving students.</p>		
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths: The plan has a clear mission focused on culture. The revision clearly addressed the rubric indicators and included attachments that were originally missing.</p> <p>(If Any) Weaknesses: The application does not show enough alignment with Tennessee State Standards for their curriculum and assessments. The high school graduation requirements are not accurate.</p>		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Board members will be trained as required by law.		49
Concerns/ Questions		Page
Does not meet standard without details on how school performance will be measured, and no Board Policies were included in Attachment F. Grievance or complaint process (p.50) is not clear.		49-50; F7
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Board members will be trained as required by law.		108-111
Concerns/ Questions		Page
The lack of “sexual orientation” as a qualifying non-discrimination characteristic in the “enrollment of New Students” section, in the Bylaws and Code of Ethics for staff is a concern.		108-111; Attachments D&F
2.2 START-UP PLAN		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There is no evidence of strengths for this standard.		51-52
Concerns/Questions		Page
Does not meet standard because the timeline may not allow for site selection and preparation or renovations necessary. The start-up budget has no funds for many required actions. Hiring and staffing goals seem challenging in current reality of teacher shortages.		51
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant recognizes that facility requirements are a significant challenge.		112-114
Concerns/ Questions		Page
Does not meet standard because the timeline may not allow for site selection and preparation or renovations necessary. The start-up budget does not provide the level of detail needed to determine sufficiency for many required actions. Hiring and staffing goals seem challenging in the current reality of teacher shortages.		121-114

2.3 FACILITIES

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
They have a commercial realtor working on site acquisition.		53-54; applicant interview
Concerns/Questions		Page
Does not meet standard without a site yet selected as there is no evidence the facility will provide sufficient space and align with the budget and the backup plan.		53-54
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
They have a commercial realtor working on site acquisition. Revision emphasizes reliance on ResponsiveEd’s experience in Texas		53-55
Concerns/ Questions		Page
Does not meet standard without a site yet selected as there is no evidence the facility will provide sufficient space and align with the budget and the back-up plan sites are very small. Rental costs seem very low for market. Security upgrades do not appear to be funded.		53-55

2.4 PERSONNEL/ HUMAN CAPITAL

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The school’s organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school’s success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There is no evidence of strengths for this standard.		56-59
Concerns/Questions		Page
Does not meet standard due to lack of a clear organizational chart in Attachment G as needed and concerns about ResponsiveED doing all HR, payroll and professional development when they have not yet done so in this state before. The plan states on p.57 they will use the TEAM model for evaluations of administrators and educators, but ResponsiveED may not yet be trained in that model. Also, this plan was missing the employee manual for Attachment J.		56-59; G
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There is no evidence of strengths for this standard.		56-59
Concerns/ Questions		Page
Does not meet standard due to lack of a clear organizational chart in Attachment G as needed and concerns about ResponsiveED doing all HR, payroll and professional development when they have not yet done so in this state before. The plan states on p.57 they will use the TEAM model for evaluations of administrators and educators, but ResponsiveED may not yet be trained in that model. Also, this plan was missing the employee manual for Attachment J.		56-59; G

2.5 PROFESSIONAL DEVELOPMENT

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Plan includes 20 days of professional development per year as well as mentoring.		60
Concerns/Questions		Page
The plan does not describe addressing special and diverse populations except to say that their whole group approach has worked in places where whites are in the minority. The plan states that the growth from novice to master teacher is usually a 5-year process but does not define master teacher or describe milestones along with way or how they will determine professional growth. The plan does not address collaboration except between mentor and mentee and does not show evidence of cultivating future leadership.		60-62
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Plan includes 20 days of professional development per year as well as mentoring.		60
Concerns/ Questions		Page
The plan does not describe addressing special and diverse populations except to say that their whole group approach has worked in places where whites are in the minority. The plan states that the growth from novice to master teacher is usually a 5-year process but does not define master teacher or describe milestones along with way or how they will determine professional growth. .		126-131

2.6 INSURANCE

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There is no evidence of strengths for this standard.		63
Concerns/Questions		Page
Does not meet standard due to missing the list of coverage in Attachment J and it is not clear if they intend to have athletics which require additional liability coverages.		63; J
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The coverage shown on page 63 seems consistent with what WCS requires of its contractors.		132
Concerns/ Questions		Page
Does not meet standard due to missing the list of coverage in Attachment J and it is not clear if they intend to have contact sport athletics which require additional liability coverages.		132;J

2.7 TRANSPORTATION – IF APPLICABLE

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant’s transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There was no evidence of strengths for this standard.		64
Concerns/Questions		Page
The plan states that they will not provide transportation but ask parents to transport students. It also states they may charter buses and use fees to pay for them. In either case, this will eliminate economically disadvantaged families and many others from enrolling.		64
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The revision commits to providing transportation to those students who have an IEP that requires it.		133-134
Concerns/ Questions		Page
The plan states that they will not provide transportation but ask parents to transport students. It also states they may charter buses and use fees to pay for them. In either case, this will eliminate economically disadvantaged families and many others from enrolling.		133-134

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There is no evidence of strengths for this standard.		65
Concerns/Questions		Page
The plan states they will apply for the NSLP through the State Nutrition Office, but this takes many months, and we have concerns about the ability to get this done and approved in time. It is also not clear who will administer this program as the plan indicates an administrative assistant will prepare and serve meals, but the salary list in section 2.4 named a Nutrition Services position. The plan does not address how they will collect free and reduced lunch information from families.		65
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There is no evidence of strengths for this standard.		135
Concerns/ Questions		Page
The plan states they will apply for the NSLP through the State Nutrition Office, but this takes many months, and we have concerns about the ability to get this done and approved in time. It is also not clear who will administer this program as the plan indicates an administrative assistant will prepare and serve meals, but the salary list in section 2.4 named a Nutrition Services position. The plan does not address how they will collect free and reduced lunch information from families.		135

2.9 ADDITIONAL OPERATIONS

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Plan includes 1-2 custodians for general maintenance and 1 safety official.		67, 58
Concerns/Questions		Page
The plan indicates providing 40 laptops for over 1,000 students which will not be sufficient for administering state assessments or providing access to the online resources mentioned in the student handbook. There is not enough information provided about the data management system for us to determine its ability to protect privacy of student information. There is no information about how the charter will meet health and safety requirements for the state of Tennessee. It is not clear what the responsibilities of the Safety Official will be.		66-67, 58
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Plan includes 1-2 custodians for general maintenance and 1 safety official as well as one nurse. It commits to complying with FERPA.		136-138
Concerns/ Questions		Page
The plan indicates providing one laptop for every 4 students which will not be sufficient for administering state assessments or providing access to the online resources mentioned in the student handbook. There is not enough information provided about the data management system for us to determine its ability to protect privacy of student information. There is no information about how the charter will meet health and safety requirements for the state of Tennessee. It is not clear what the responsibilities of the Safety Official will be. There is no mention of CIPA compliance.		136-138

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> • If the school plans to contract with a CMO, the applicant describes the service provider’s educational and management success and the rationale and process for selecting the CMO. • There is a clear division of roles between the board and the CMO. • There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. • If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>The plan clearly describes how they selected their CMO and why. It also lists the responsibilities of the CMO which include both operational and instructional responsibilities.</p>		68-71
Concerns/Questions		Page
<p>Application is unclear on affiliation mentioned between ResponsiveED and Hillsdale College mentioned on p. 69. Attachment K does not seem detailed enough to clearly articulate all listed in the standard.</p>		68-71; K
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>The plan clearly describes how they selected their CMO and why. It also lists the responsibilities of the CMO which include both operational and instructional responsibilities.</p>		139-142
Concerns/ Questions		Page
<p>Application is unclear on affiliation mentioned between ResponsiveED and Hillsdale College mentioned on p. 140. Applicant clarified that Hillsdale would not provide professional development or training. ResponsiveEd has not signed the MOU.</p>		139-142; K; response received 3/23/22

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
NA		72
Concerns/Questions		Page
NA		72
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There is now a list of eight waivers proposed in the revision.		143-145
Concerns/ Questions		Page
The rationale for waivers is not convincing that they will be granted by the state of Tennessee, but the revision states they are necessary in order to execute their curriculum and hire staff needed.		143-145; response received 3/23/22
2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization’s stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L). 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There are no strengths for this standard.		74
Concerns/Questions		Page
This section is blank and there is no Attachment L.		74
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There are no strengths for this standard.		146
Concerns/ Questions		Page
This section is blank and there is no Attachment L.		146

2.13 NETWORK MANAGEMENT

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The leadership team is identified, together with their roles and responsibilities. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There are no strengths for this standard.		75-77
Concerns/Questions		Page
This section is blank and there is no Attachment M.		75-77
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The revision marked this as not applicable. There are no strengths for this standard.		147-149
Concerns/ Questions		Page
This section is blank and there is no Attachment M. ResponsivED and Del Rey Education networks are to be heavily relied upon.		147-149

2.14 NETWORK GOVERNANCE

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response:

- 1) **If there is a network board that operates as the main governing body with each school having an advisory committee:**
 - Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network.
 - Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely.
 - Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools.
 - There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s).
- 2) **If there will be one governing board for all schools at the local level:**
 - Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary).
 - A copy of the by-laws and organizational chart is included.
 - There is a clear, thorough plan to transform the board’s membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities.
 - There is a plan in place for board training as required by Tennessee law.

Initial Application Review

Meets or Exceeds Standard Partially Meets Standard **Does Not Meet Standard**

Strengths

Page

There are no strengths for this standard.

78

Concerns/Questions

Page

This section is blank, but networks were suggested in other parts of the application referencing other Founders Academies plural (p. 13 for example).

78, 13

Final Application Review

Meets or Exceeds Standard Partially Meets Standard **Does Not Meet Standard**

Strengths

Page

There are no strengths for this standard.

150

Concerns/ Questions

Page

This section is blank, but networks were suggested in other parts of the application referencing ResponsivED and Del Rey Education networks in other sections.

150

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS

Characteristics of a strong response:

- Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school’s success.

Initial Application Review

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There are no strengths evident for this standard.		79-81
Concerns/Questions		Page
This section is blank, but networks were suggested in other parts of the application.		79-81
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There are no strengths evident for this standard.		151-153
Concerns/ Questions		Page
This section is blank, but networks were mentioned in other parts of the application.		151-153

SECTION P CAPACITY
2 OPERATIONS PLAN AND

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: The charter has an experienced CMO to handle operations.</p> <p>Weaknesses/Questions: The areas of most concern are having no facility selected yet, blank parts of the application and a reliance on the CMO for so many critical responsibilities. We are concerned that the CMO has not yet managed a school in Tennessee.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: The charter has an experienced CMO to handle operations.</p> <p>(If Any) Weaknesses: The areas of most concern are having no facility selected yet, blank parts of the application and a reliance on the CMO for so many critical responsibilities. We are concerned that the CMO has not yet managed a school in Tennessee. Details about ResponsivED and Del Rey were missing.</p>		

3 – FINANCIAL PLAN AND

3.1 & 3.2 CHARTER SCHOOL FINANCING

SECTION P CAPACITY

Characteristics of a strong response:

- The budget worksheet (**Attachment N**) contains reasonable assumptions and budget numbers that reflect all startup expenses.
- The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits.
- Sound criteria and procedures are in place for selecting contractors for any administrative services.
- There is a high level of financial expertise amongst the applicant’s internal and external team members.
- The start-up and five-year operating budgets are complete, realistic and viable.
- The applicant’s budget narrative (**Attachment O**) clearly explains and supports all revenue and cost assumptions.
- The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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There were no strengths evident for this standard.	82-83; N
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Concerns/Questions	Page
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Does not meet the standard because the procedures, policies, systems, and processes are not clearly identified for this charter. The budget seems lacking, and viability is in question, for example with no startup year costs and not enough detail. The plan mentions use of the charter management organization, but not how that CMO meets these standards. Would like more information on Responsive Ed. The budget narrative in attachment O has percentages that do not add up. They do not fully support revenue and cost assumptions.	82-83, N, O
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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They reference the CMO and ResponsivED does seem to have expertise. Attachment O now includes student fees of \$125.	154-155, N, O
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Concerns/ Questions	Page
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Attachment N does not address the requirements and there are numerical discrepancies throughout the budget. It continues to lack detail with no draft policies or controls. Not enough detail on how Del Ray will handle services in TN. There are weaknesses in cash flow and concerns about the year one budget especially if enrollment targets are not met. They mention WCS enrollment currently declining but that is not true. The textbook budget and contracted SSS services budgets seem low compared to our WCS experience.	154-155, N, O
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3 – FINANCIAL LAN AND

3.3 NETWORK FINANCIAL PLAN

SECTION P CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths evident for this standard.		84-85; P
Concerns/Questions		Page
The budget lacks specificity and details needed to assess viability. We are not sure how the student enrollment was determined in assumptions for the budget and do not see contingency plans.		84-85; P
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths evident for this standard.		156-157; P
Concerns/ Questions		Page
The budget lacks specificity and details needed to assess viability. We are not sure how the student enrollment was determined in assumptions for the budget and do not see contingency plans. The enrollment and number of classes do not seem to match. Enrollment projected on page 379 does not match that on page 347 of Attachment N.		156-157;P

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: There were no strengths evident for this standard.</p> <p>Weaknesses/Questions: The budget does not seem sufficient to meet all the needs and the enrollment plan is lacking many details.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: There were no strengths evident for this standard.</p> <p>(If Any) Weaknesses: The budget does not seem sufficient to meet all the needs and the enrollment plan is lacking many details.</p>		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE

Characteristics of a strong response:

- Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator’s schools are high performing and successful (**Attachment Q**).
- Graduation rates are indicative of highly successful strategies (if applicable).
- Applicant selects one or more of the organization’s consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome.
- Applicant selects one or more of the organization’s low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable).
- If the school is operating under another authorizer, the school’s performance report or authorizer evaluation (**Attachment R**) is favorable.
- Latest audit (**Attachment S**) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law.
- The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, **Attachment T**).

Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

N/A

Concerns/Questions

Page

N/A

Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

N/A

Concerns/ Questions

Page

N/A



TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide "a standard application format" (TCA 49-13-116), and "scoring criteria addressing the elements of the charter school application" (SBE Rule 0520-14-01-.01(1)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as "Meets or Exceeds the Standard." Evaluators will rate the responses by applying the following guidance:

Table with 2 columns: Rating, Characteristics. Rows include: Meets or Exceeds the Standard, Partially Meets Standard, Does Not Meet Standard.

The State Board of Education has adopted Quality Charter Authorizing Standards in Policy 6.111. Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer "[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school's development, and clear evidence of the applicant's capacity to execute its plan successfully." An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For

an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.11 Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.15 Financial Plan and Capacity: 3.1 through 3.3 Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.12 through 2.15 Financial Plan and Capacity: 3.1, through 3.3 Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) Financial Plan and Capacity: 3.1 and 3.2 Portfolio Review and Performance Record: 4.1

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the “Strengths” area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the “Concerns/Questions” area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.

4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the "Final Application Review" area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the "Final Application Review" area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: Adam W. Christopher

Proposed School Name: Founders Classical Academy

Application includes an Executive Summary.

Yes

No

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Mission includes a direct tie to 3 purposes as required. As required, the mission is clear and concise.		13-14
Concerns/Questions		Page
Mission statement is not measurable and there are numerous inconsistencies between pages. There is no plan to close achievement gaps, it just says they work themselves out over time.		13-15
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Mission includes a direct tie to 3 purposes as required. As required, the mission is clear and concise. Applicant talks about closing skills gaps, plans to meet TN standards, and review TCAP data.		13-18
Concerns/Questions		Page
Mission statement is not measurable There is no pre-defined plan to close achievement gaps, it just says they work themselves out over time through their program.		13-18

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Application outlines the county demographics and prior year performance. The enrollment chart was completed.		16-18
Concerns/Questions		Page
Application did not identify a targeted population, community, etc. beyond just WilCo demographics. The stated purpose is to make a private school alternative free through state funding incorporating a complete revision of education goals, process, methods, etc. without direct identification of improved outcomes, unfulfilled needs, or rationale for why the state should pay for a private school model charter. The application provided the rationale of area growth to justify the need, not an actual academic need. Not a sound rationale.		16-18
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Application outlines the county demographics and prior year performance. The enrollment chart was completed. Applicant clearly describes that the targeted community for this charter are parents wishing a free option for classical education similar to what is found in private schools.		19-25
Concerns/Questions		Page
The stated purpose is to make a private school alternative free through state funding incorporating a complete revision of education goals, process, methods, etc. without direct identification of improved outcomes, unfulfilled needs, or rationale for why the state should pay for a private school model charter. Targeted population is private school students. This does not help WCS or WCS students in any way. Sound rationale is not provided. The application provided the rationale of area growth to justify the need, not an actual academic need that would be fulfilled by this charter.		19-25

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Plan aligns with stated Mission and Vision. Plan is research based.		19-24
Concerns/Questions		Page
Plan does not align with TN academic standard. Plan lacks an outline for math, science, and computer instruction. Application lacks a plan for remediating underperformance.		19-24
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Plan aligns with stated Mission and Vision. Plan is research based and meets the desires of the targeted population. Considerable attempt to show how their program works.		26-55
Concerns/Questions		Page
Plan does not align with TN academic standards. It aligns with their own internal standards and attempts to justify why they should be allowed to deviate from TN standards instead. Application lacks an evidence-based plan for remediating underperformance.		26-55

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Provides a baseline and expected achievement goals. Plan includes a tutoring program. Attendance goals are realistic.		25-27
Concerns/Questions		Page
RTI plan does not reference TN guidelines. Plan is limited – it only provides K-3 goals, but no 4-12 goals There is no corrective action outlined for the school if it falls below state/district/own academic achievement goals. This is discussed for hypothetical students only.		25-27
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Provides a baseline and expected achievement goals. Plan includes a tutoring program. Attendance goals are realistic. Achievement goals are rigorous. RTI plan aligns with TN guidelines.		56-65
Concerns/Questions		Page
There is no corrective action outlined for the school if it falls below state/district/own academic achievement goals. This is discussed for hypothetical students only.		56-65

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State’s requirements. ▪ The applicant clearly and persuasively explains how the school’s graduation requirements will ensure student readiness for college or other postsecondary opportunities. ▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Listed planned course offerings for HS graduation.		29
Concerns/Questions		Page
Application did not show how the specified curriculum meets TN graduation requirements; it just listed a bunch of courses. Several TN graduation requirements are missing such as Health and Algebra II. Application did not show how graduation requirements will ensure readiness for post-secondary education. Applicant stated that students at risk would get additional accelerated instruction but did not outline what the effective systems and structures were that would ensure success.		29-31
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Listed planned course offerings for HS graduation.		67-70
Concerns/Questions		Page
Application did not show how the specified curriculum meets TN graduation requirements; it just listed a bunch of courses. Several TN graduation requirements are missing such as Health and Algebra II. Application did not show how graduation requirements will ensure readiness for post-secondary education. Applicant stated that students at risk would get additional accelerated instruction but did not outline what the effective systems and structures were that would ensure success.		67-70

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Numerous testing/assessment processes were listed.		32
Concerns/Questions		Page
Applicant has not provided assessments that comply TN requirements. There is no detailed plan to train teachers in data analysis. Application states a plan to use data, but is unclear how the data will be used, what decisions/plans/etc.		32-33
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Numerous testing/assessment processes were listed. Teacher training in data analysis and use in interventions discussed.		71-72
Concerns/Questions		Page
Application states a plan to use data, but is unclear how the data will be used, what decisions/plans/etc. Some assessments do not align with TN standards.		71-72

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Fairly standard school year calendar was provided.		34, Att A
Concerns/Questions		Page
Missing detailed daily schedule by grade. Plan calls for 174 instructional days which is fewer than the TN minimum of 180 days of instruction. Plan for summer school only provides for K-2, not other grades.		34-35
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Fairly standard school year calendar and detailed daily schedule were provided. Student schedules from other (example) charters included.		73-77 Att A
Concerns/Questions		Page
		73-77

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
The need and basic process to identify the variety of student needs was addressed. Criteria were provided to exit ESL program.		36, 39
Concerns/Questions		Page
There is no discussion of leadership experience working with special populations. The plan to serve gifted students is not outlined. There is no plan provided to exit students with disabilities from services		36-40
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Revised application meets requirements and much of the plan comes straight from TN RTI2 guidance.		77-87
Concerns/Questions		Page
There is no discussion of leadership experience working with special populations. Relies heavily on outside organizations for supporting high needs students. The plan to serve gifted students is not outlined. There is no plan provided to exit students with disabilities from services		77-87

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Clear culture/ethos were stated and aligned with mission/vision. Student Handbook included in Attachment B. Discipline Policy included in Attachment C.		41-42
Concerns/Questions		Page
Handbook and Discipline Policy refer to Texas laws and are not aligned to TN law. Since not aligned with TN law, cannot be evaluated as legally sound/relevant and ready to start in TN. Handbook focused on MS/HS, not elementary.		Att B, Att C
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Clear culture/ethos were stated and plan to implement and sustain culture is coherent. Student Handbook and Discipline Policy included.		88-97
Concerns/Questions		Page
Handbook and Discipline Policy are not aligned to TN. In follow-up, applicant plans to update these documents to TN law after the Charter is granted. These items, while provided, cannot be graded as meeting the rubric standard if they don't comply with TN law. Since not aligned with TN law, cannot be evaluated as legally sound/relevant and ready to start in TN. Student Handbook is focused on MS/HS, not ES. The applicant plans to start with ES and add MS/HS in future years, so they do not have a Handbook ready to start.		88-97

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners. 		
Initial Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The Enrollment Policy is provided in Attachment D and described in detail. The outreach program seems very good. Includes a clear statement on equal access/opportunity and an expectation that enrollment will reflect community demographics.		43-45
Concerns/Questions		Page
The applicant doesn't demonstrate understanding of the separation between WCS and FSSD districts and the relevant communities served.		43-5
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The Enrollment Policy is provided in Attachment D and described in detail. The outreach program seems very good. Includes a clear statement on equal access/opportunity and an expectation that enrollment will reflect community demographics.		98-103
Concerns/Questions		Page
The applicant doesn't demonstrate understanding of the separation between WCS and FSSD districts and the relevant communities served. Plan does not address students in poverty or homeless.		98-103

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Parent/Community engagement plan is outlined but not detailed.		47
Concerns/Questions		Page
Attachment E is not provided. There are no letters of support, MOUs, or contracts evident. No evidence of community feedback, demand, or driving need for this charter are identified in the application.		46-47
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		
Revised application addresses all parts and includes Att E.		
Concerns/Questions		
No Concerns.		

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: There is a clear mission and vision for the school. The application listed courses, testing, and other student support processes intended to ensure student achievement and preparedness for graduation and post-secondary education. The enrollment policy and outreach plan seemed sound.</p> <p>Weaknesses/Questions: The application demonstrated inadequate preparation/research into both Williamson County and TN state requirements. Applicant stated a plan to align to TN standards after Charter approval. This charter does not demonstrate an actual academic achievement gap or need that it intends to fill. The justification given is simply that the County is experiencing population growth. The purpose of the Charter seems geared to provide a private-school equivalent for free through state funding. There were insufficient computer assets to ensure student proficiency and ability to complete standardized testing. There was no plan for evaluating and remediating underperformance of the school. There were no letters of support, MOUs, contracts, or other evidence of community demand for this Charter. Overall – application is significantly incomplete.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths: There is a clear mission and vision for the school. The application listed courses, testing, and other student support processes intended to ensure student achievement and preparedness for graduation and post-secondary education. The enrollment policy and outreach plan seemed sound.</p> <p>(If Any) Weaknesses: The application does not fully align with TN state requirements. Applicant stated a plan to align to TN standards after Charter approval. In particular, High School grad requirements listed are inadequate. This charter does not demonstrate an actual academic achievement gap or need that it intends to fill. The purpose of the Charter seems geared to provide a private-school equivalent that is subsidized by state funding. There were insufficient computer assets to ensure student proficiency and ability to complete standardized testing. There was no plan for evaluating and remediating underperformance of the school.</p>		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Governing body school board of directors structure and plan are well thought out. Proposed board members have diverse backgrounds and expertise.		48-50 Att F-6
Concerns/ Questions		Page
Non-residence in Williamson County is permitted for Board members. This does not reflect the community served. Process for complaints is very vague/unclear – question was not answered. Attachment F7 (Board Policies) is not included.		49, 50 Att F-6
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Governing body school board of directors structure and plan are well thought out. Proposed board members have diverse business backgrounds and expertise. Initial and on-going board member training is outlined, but not detailed. Attachments F 1-6 are provided and appear to be complete. Process for resolving complaints is outlined.		108-111; Att F1-6
Concerns/ Questions		Page
Process for resolving complaints is outlined but it remains vague/unclear on specifics for how a constituent student or parent can navigate the process satisfactorily. New and replacement board members are selected by the board, which is not a process conducive to diverse positions, especially since all listed board members appear affiliated with the evangelical Christian music industry. Board members are not required to reside in Williamson County or the county in which the school is located. This does not reflect the diverse population of, nor does it give a voice to, the community served. Attachment F7 (Board Policies) is not included.		108-111 Att F1-6

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
The budget aligns with the startup plan.		51
Concerns/Questions		Page
No evaluation or address of startup challenges was provided. Currently still searching/procuring locations/sites. Site procurement plan does not match stated timeline which indicated sites would already be selected. Contingency sites were listed but it is unclear if they meet requirements of a school.		51-52
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
The startup plan partially aligns with the budget, but many critical costs remain TBD. Timeline for startup is realistic but limited. Applicant outlines several challenges – facility, teacher training, establishing culture, student expectations.		112-114
Concerns/ Questions		Page
Many critical and significant costs remain TBD: Buildout of school site (\$M estimate not shown); FFE; full staffing. Timeline for startup is abbreviated and not sufficiently detailed for good analysis/understanding. The evaluation and address of startup challenges had limited detail and was not thorough. Examples: 1) school uniforms are mentioned, but no timeline/allowance for procurement; 2) Startup funding for facility costs was not addressed; 3) Facility procurement challenges were discussed in section 2.3, but not here; 4) Car-rider drop-off/pickup challenges and impacts to surrounding community not addressed. Applicant is currently still searching for potential locations/sites.		112-114

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.3 FACILITIES		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Square footage space needs identified are sufficient for the expected student population.		53
Concerns/Questions		Page
Facility cost budget numbers are unrealistically low for this county considering what WCS sees (>\$270/SF). No demonstrated expertise in facility acquisition/management. Plan for facility procurement is a mere outline with no detail. Did not describe size & type of classrooms, or ancillary spaces required by this school. Contingency sites were listed but it is unclear if they meet requirements of a school. They appear to have insufficient space/configuration for classrooms, restrooms, HVAC, etc. and no facilities for athletics, playgrounds, etc.		53-55
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Square footage space needs identified are sufficient for the expected student population. Layout provided is reasonable, but it only covers less than half of the requirement – 2 nd floor needed to meet K-8 & 3 rd floor needed to meet K-12. Projected facility costs are reasonable and align with current facility procurement of \$300/sf for the smallest initial startup space needs. Applicant provided names and experience of key team-members to demonstrate facility expertise. Plan and timeline are reasonable for an internal buildout/renovation of leasing an existing facility. Several potential facilities were identified.		115-119
Concerns/ Questions		Page
Financing: applicant depends on deferments or philanthropy to bridge significant budget shortfalls. Plan for facility procurement is an outline with limited detail. Includes possible temporary to permanent lease of facilities or church space pending construction of a dedicated facility. No definitive plan, just options. Facilities were not evaluated as to utility support for school population/occupancy – electrical capacity, restrooms and waste systems, HVAC code requirements and ventilation distribution, adequate water supply, mechanical spaces, etc. Utility, maintenance, janitorial, etc. costs not included. Facilities for athletics and playgrounds was discussed but are not present among the options available.		115-119

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The school’s organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school’s success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
<p>There is no detailed Org Chart to manage a school (Attachment G), not even a template/framework. There is no recruitment/hiring strategy or plan. Attachment H is blank. No plan for addressing unsatisfactory performance/turnover was provided. Employee manual and personnel policy (Attachment I) is blank. No compensation packages, recruiting process, etc. was provided.</p>		56-59
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
<p>The recruitment and hiring strategy are outlined and appear complete. The role and expected contribution of Responsive Ed is discussed including all HR functions, evaluations, performance improvement/termination, turnover, succession plans, etc. A pay chart for each position is provided.</p>		120-125 Att G
Concerns/ Questions		Page
<p>The Org Chart provided in Attachment G does not show the structure for how the school is organized. How many teachers and who do they report to? Where do nurse, janitorial, security, AP, office manager, athletics, etc. fit in? Recruiting and hiring practices unclear whether they are likely to result in diverse leadership or staffing that reflects the student body There is no policy provided for addressing unsatisfactory leadership or teacher performance and turnover. Previous student achievement data for those responsible for academic programming was not provided – Attachment H is blank. If ResponsiveEd is responsible their data should be provided Employee manual and personnel policy, Attachment I, is blank with the statement that “a copy can be provided if desired.</p>		120-125 Att G Att H Att I

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
PD Plan includes time for specific trainings (but not when they are scheduled on the calendar), mentor coaching, peer support, and supervisory review.		60
Concerns/Questions		Page
The PD plan is unclear with respect to process, specifics/details, budget, location, schedule, duration, topics, etc. It did not address how the schedule/staffing structure support the plan. It did not identify the position responsible. The PD section does not address diverse populations or diverse needs. The plan did not address development, growth, collaboration, future leadership, etc. It said that ResponsiveEd does those things but unclear how that plan is laid out.		60-62
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
The application does include 20 days of PD with detailed planning for how needs will be defined and how the twenty days of PD will be utilized. Daily schedules are provided where appropriate. Discussion of mentor coaching, peer support, and supervisory review included.		126-130
Concerns/ Questions		Page
The PD plan does not include how students with an IEP or disabilities will have their specific needs met through a specific PD plan for their teachers. Does not address special and diverse populations. The Plan did not identify the position responsible for ensuring PD is fully executed. The Plan did not address development, professional growth, collaboration, future leadership, etc. It said that ResponsiveEd does those things but not how that process works.		126-130

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.6 INSURANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Applicant lists specific insurance coverage it plans to maintain.		63
Concerns/Questions		Page
The insurance plan is missing employer liability, professional liability, surety bonds, and sexual abuse coverage. The insurance plan does not include additional coverage athletics program specific liability coverage even though they state elsewhere that they intend to have an athletics program. There is nothing provided in Attachment J.		63
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Applicant lists specific insurance coverage it plans to maintain and those coverages that were missing in the initial application are now provided in Att J.		132 Att J
Concerns/ Questions		Page
The insurance plan does not include additional coverage athletics program specific liability coverage even though they state elsewhere that they intend to have an athletics program. In follow-up, they did not address this discrepancy. Att J does not list most of the coverages discussed in the application narrative.		132 Att J

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant’s transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant fails to meet the rubric, no strengths noted.		
Concerns/Questions		Page
Applicant does not plan to provide any transportation. This lack of plan means that any SPED or economic disadvantaged students will not be served unless special provisions are made. There is no plan for oversight of transportation. Applicant is not familiar with state and federal requirements relating to transportation services.		64
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant fails to meet the rubric, no strengths noted.		133-134
Concerns/ Questions		Page
Applicant does not plan to provide any transportation but rely on parents, car-pooling, etc. This actively discourages disabled/special needs and economically disadvantaged populations from applying. Applicant intends to rely on parents and car-pooling for all daily and special transportation needs unless specific circumstances require them to do otherwise. They have no plan. There is no plan for oversight of transportation. Applicant is not familiar with state and federal requirements relating to transportation services. In follow-up, applicant stated they would explore option of limited transportation services for high need situations.		133-134

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant fails to meet the rubric, no strengths noted.		
Concerns/Questions		Page
There is no detailed plan for food service – logistics, staff, location, etc. The plan references outsourcing nutrition to a contracted meal provider to comply with regulations and guidelines. The plan does not address how it will collect free & reduced information from families. The only staff listed is the campus administrative assistant. It isn't clear how this person will manage ensuring adequate nutrition for over 1000 students.		65
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Applicant plans to contract out food service and states that they will comply with all regulations, but does not provide a plan to do so.		135
Concerns/ Questions		Page
There is no detailed plan for food service – logistics, staff, location, etc. The plan references outsourcing nutrition to a contracted meal provider to comply with regulations and guidelines. The plan does not address how it will collect, manage, and safeguard free & reduced information from families.		135

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant fails to meet the rubric, no strengths noted.		
Concerns/Questions		Page
The applicant provides no information on technology within the classroom and for state assessments. The applicant does not address data management or student information privacy (FERPA). The applicant doesn't address Health and Safety. There is no plan for registered nurse and no funds for CSH. There is no safety/security plan, merely a statement that they will comply. There is no facility maintenance plan – only list 2 custodians.		66-67
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Applicant stated that leased computers at a ratio of 1 computer per 4 students would be available for testing. Plan for counseling and student nurse stated. Applicant stated they would comply with FERPA.		136-138
Concerns/ Questions		Page
There is no safety/security plan or crisis, merely a statement that they will comply and develop plans. There is no facility maintenance plan – only plan for 1-2 custodians. No statement of CIPA compliance.		136-138

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> • If the school plans to contract with a CMO, the applicant describes the service provider’s educational and management success and the rationale and process for selecting the CMO. • There is a clear division of roles between the board and the CMO. • There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. • If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Application discusses a contract with ResponsiveEd and the rationale for that selection.		68
Concerns/Questions		Page
The division of roles is murky and unclear. It seems like ResponsiveEd is responsible for nearly everything necessary to run the school, except when it isn’t, and there is no document that specifies the dividing lines and relationships between ResponsiveEd, Del Rey, and Founders. Attachment K provides an MOU that lists topics, but no details as specified in rubric. Application does not address potential conflicts of interest and the process for resolution.		68-70
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Application discusses a contract with ResponsiveEd and the rationale for that selection. A non-binding agreement (MOU) between Del Rey and ResponsiveEd is provided in Attachment K. The rationale for selecting ResponsiveEd is provided along with discussion of successful performance. Division of roles is spelled out in the application and in Att K.		139-142 Att K
Concerns/ Questions		Page
MOU is non-binding. Del Rey is the applicant, but they are out-sourcing all key functions/responsibility (employment, curriculum, PD, etc.) to ResponsiveEd. ResponsiveEd has not signed the MOU. Application does not address potential conflicts of interest and the process for resolution.		139-142 Att K

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
No waivers = N/A		
Concerns/Questions		Page
N/A		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Applicant plans to apply for 8 waivers and provided reasons for those waivers.		143-145
Concerns/ Questions		Page
The rationales for the waivers does not connect to student achievement, but rather to ease of planned operations. The rationales were neither compelling nor convincing as to why the applicant should be relieved from compliance with the same state standards that apply to every other TN school system.		143-145
Since ResponsiveEd will supply all curriculum but has not yet operated in TN, do they have a plan to thoroughly review, revise, and update their curriculum to ensure it meets TN standards?		

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization’s stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L). 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Nothing provided despite being part of the Del Rey network and collaborating with the ResponsiveEd organization. There are statements elsewhere in the application about expansion into TN, implying that there is a network. There is no evidence that this organization can open and operate high quality schools in TN.		74
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
		146
Concerns/ Questions		Page
Applicant lists this section as “Not Applicable” but this is not an optional section. Nothing provided despite Del Rey collaborating with the ResponsiveEd organization, which appears to be a large and growing network of charter schools across several states. The MOU states that Del Rey will sponsor all ResponsiveEd charter schools in TN implying a growth plan/organization. There are statements elsewhere in the application about expansion into TN, implying that there is a network. Att L not provided		146

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The leadership team is identified, together with their roles and responsibilities. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Nothing provided		75
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page
Nothing provided. Applicant lists this section as “Not Applicable” but this is not an optional section. Same concerns/observations as stated above in 2.12. Attachment M not provided.		147-149

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.14 NETWORK GOVERNANCE		
Characteristics of a strong response:		
1) If there is a network board that operates as the main governing body with each school having an advisory committee: <ul style="list-style-type: none"> ▪ Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. ▪ Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely. ▪ Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. ▪ There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s). 		
2) If there will be one governing board for all schools at the local level: <ul style="list-style-type: none"> ▪ Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary). ▪ A copy of the by-laws and organizational chart is included. ▪ There is a clear, thorough plan to transform the board’s membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities. ▪ There is a plan in place for board training as required by Tennessee law. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Nothing provided		78
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		
Concerns/ Questions		Page
Nothing provided		150

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response: ■ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success.		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Nothing provided		79
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		151
Concerns/ Questions		Page
Nothing provided		151

SECTION 2 OPERATIONS PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <p>Weaknesses/Questions:</p> <p>There are large gaps in this application, numerous operational areas that were either not addressed at all or were grossly inadequate. The applicant relied heavily on ResponsiveEd to take care of many things without detailing how they would be accomplished or firmly establishing the relationship and division of responsibilities with respect to ResponsiveEd.</p> <p>Applicant is not prepared to start a school this year, has not done their homework to tailor an operation plan to Williamson County, and has no plan serve their special needs and economically disadvantaged students.</p> <p>Major gaps in the application include inadequate facilities, insufficient IT infrastructure, no transportation plan, limited food service support, no health, and unspecified safety/security.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <p>Applicant notes an experienced CMO in ResponsiveEd to help launch and operate the school.</p> <p>(If Any) Weaknesses:</p> <p>There are large gaps in this application, numerous operational areas that were either not addressed at all or were inadequate.</p> <p>Applicant has not tailored an operation plan to Williamson County, and the plan seems specifically tailored to exclude special needs, economically disadvantaged, and other marginalized students.</p> <p>Major gaps in the application include inadequate facilities, no playgrounds or sports facilities, insufficient IT infrastructure, no transportation plan, limited food service support, and unspecified safety/security.</p>		

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all startup expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant's internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	X Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Financial procedures/policies were outlined in Attachment O. A 5-year budget projection chart was prepared, but it didn't have much detail. The applicant identified financial procedures, policies, and responsible personnel. High expertise.		82, Att N, Att O
Concerns/Questions		Page
The 5-year budget projection in Attachment N does not list any assumptions and doesn't provide sufficient detail to determine if it reflects all startup expenses, is complete, realistic, or viable. While certain types of contracted services were identified, there were no criteria/procedures for soliciting/selecting contractors. The contingency plan is to get loans from other external funding sources without any details of how they would secure that financing.		Att N, Att O
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	X Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Financial procedures/policies were outlined in Attachment O. A 5-year budget projection chart was prepared, but it didn't have much detail. Follow-up included additional details, assumptions, and projections. The applicant identified financial procedures, policies, and responsible personnel. High expertise.		154-155 Att N Att O
Concerns/ Questions		Page
While certain types of contracted services were identified, there were no criteria/procedures for soliciting/selecting contractors. Startup cost projections are insufficient and don't reflect actual expected cashflow timelines from TDOE. Various other specified costs textbooks/supplies, food service, special ed, etc. are also inadequate. Independent annual audit plan not provided.		154-155 Att N Att O

SECTION 2 OPERATIONS PLAN AND CAPACITY

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/ Questions		Page
N/A		

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths: High level of financial expertise among listed personnel. Good financial policies and procedures identified. Budget, financing, and startup spend plan seem adequate.</p> <p>Weaknesses/Questions: 5-year budget plan is high level with no assumptions/details. Contracting process is not addressed. Contingency funding is discussed with no detail.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths: High level of financial expertise among listed personnel. Good financial policies and procedures identified. Budget, financing, and startup spend plan seem adequate. Additional detail was provided in follow-up.</p> <p>(If Any) Weaknesses: Contracting policy/controls process is not addressed. Contingency funding is discussed with insufficient detail. Independent annual audit plan not provided.</p>		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator’s schools are high performing and successful (Attachment Q). ▪ Graduation rates are indicative of highly successful strategies (if applicable). ▪ Applicant selects one or more of the organization’s consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome. ▪ Applicant selects one or more of the organization’s low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable). ▪ If the school is operating under another authorizer, the school’s performance report or authorizer evaluation (Attachment R) is favorable. ▪ Latest audit (Attachment S) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law. ▪ The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, Attachment T). 		
Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/ Questions		Page
N/A		



TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide "a standard application format" (TCA 49-13-116), and "scoring criteria addressing the elements of the charter school application" (SBE Rule 0520-14-01-.01(1)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as "Meets or Exceeds the Standard." Evaluators will rate the responses by applying the following guidance:

Table with 2 columns: Rating, Characteristics. Rows include: Meets or Exceeds the Standard, Partially Meets Standard, Does Not Meet Standard.

The State Board of Education has adopted Quality Charter Authorizing Standards in Policy 6.111. Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer "[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school's development, and clear evidence of the applicant's capacity to execute its plan successfully." An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For

an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.11 Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.15 Financial Plan and Capacity: 3.1 through 3.3 Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.12 through 2.15 Financial Plan and Capacity: 3.1, through 3.3 Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) Financial Plan and Capacity: 3.1 and 3.2 Portfolio Review and Performance Record: 4.1

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the “Strengths” area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the “Concerns/Questions” area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.

4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the "Final Application Review" area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the "Final Application Review" area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Jay Galbreath

Evaluator Name: _____

Founders Classical Academy

Proposed School Name: _____

Application includes an Executive Summary.

Yes

No

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The inclusion of Responsive Education Solutions (ResponsiveEd) brings a history of a classical model serving 10,000 students in Arkansas and Texas.		11
The applicant states that there is demand for classical education that are currently only being provided locally through private schools.		
The applicant illustrates how the mission and vision of Del Rey “through its rigorous academics, as well as its emphasis on the arts, cultural literacy, and character development” aligns with WCS’ commitment to “prepare students for the future.”		14
Concerns/Questions		Page
The relationship between Del Rey, ResponsiveEd is not yet clear.		11-14
Seems to lack details to support the successes of the ResponsiveEd schools in Arkansas and Texas; and given that this is not an application for a network and rather an individual school, need more clarity as to how Founders and Del Rey are prepared for success.		
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The inclusion of Responsive Education Solutions (ResponsiveEd) brings a history of a classical model serving 10,000 students in Arkansas and Texas.		11
The applicant states that there is demand for classical education that are currently only being provided locally through private schools.		
The applicant illustrates how the mission and vision of Del Rey “through its rigorous academics, as well as its emphasis on the arts, cultural literacy, and character development” aligns with WCS’ commitment to “prepare students for the future.”		14
The mission is clear and concise relationship between Del Rey was made more clear and the		13-15
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

The applicant, even with its response to the interview did not adequately demonstrate, outside of providing a classical curriculum, is meeting a need that is not being served by WCS. In addition, the applicant did not demonstrate how its organization, apart from ResponsiveEd network, is prepared to deliver on the mission.	11-14, Follow-Up Responses
The mission isn't necessarily measurable, but in comparison with the other characteristics, the other responses are enough to meet this standard	13

1.2 ENROLLMENT SUMMARY

Characteristics of a strong response:

- The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools.
- The applicant provides a sound rationale for selecting the community where the school will locate.
- The enrollment summary and demographics charts are complete and contain reasonable enrollment projections.
- For existing operators, the use of different enrollment practices is clearly explained.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths

Strengths	Page
The applicant is starting with K-8 with plans to add an additional grade for 9-12 over years 2-5.	17

Concerns/Questions

Concerns/Questions	Page
The applicant hasn't selected even a geographic area for the location of the school.	16
The student enrollment projections for years 2-5 in the application to not match tab 2) of the Budget projection worksheet.	
The enrollment projections of 72 K-3 and 88 for 4-8 in year 1 seems awfully optimistic, and the applicant hasn't demonstrated the demand to create 4 classes per grade.	

Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths

Strengths	Page
The plan to focus on K-8 for year one and grow organically with additional grade per year appears consistent with the mission/vision.	16
The revised application went into more detail about region and potential properties that was missing before; The enrollment summary revised its projection downward to be more realistic	21 (119)

Concerns/Questions

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

<p>The applicant cites the learning loss of WCS sub-populations of economically disadvantaged and Black students being greater than the WCS average, yet the applicant does not demonstrate how it will target those students with its target location or focus; nor does the applicant demonstrate the success of its program during or prior to Covid to be greater than or equal to WCS.</p> <p>The applicant recognizes that the Williamson County population has several high growth areas, and WCS is addressing that growth with a robust capital plan. The applicant states that it's likely location will be in high-growth area, but the students will not necessarily come from those areas. Regardless of the location, the enrollment will pull from across the county at approximately 2-3 students per grade per school, and thus will not have a significant impact on relieving growth from high-growth areas.</p>	16
<p>The demand is being overstated (1.2.c) based on outdated enrollment declining figures from last year, and there isn't proven demonstrated need to meet the enrollment projections necessary to make this financially feasible. And the concerns from above were not adequately addressed.</p>	19-23

1.3 ACADEMIC FOCUS AND PLAN

Characteristics of a strong response:

- The school's academic focus aligns with the school's mission and vision.
- The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus.
- The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards.
- If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment.
- The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance.
- An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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The classical liberal arts academic focus does align with the school's mission and vision.	18
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Concerns/Questions	Page
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<p>1.3(a) states that the curriculum is time-tested and research-based, but I don't see any documentation of research or results for the curriculum, ResponsiveEd, Del Rey, or Founders'.</p> <p>Focus is on Texas and Arkansas, but it's unclear how the curriculum aligns to Tennessee State Standards.</p>	16
<p>1.3(i) Applicant indicates "N/A" with respect to how this application differs from its other schools. It is correct that it is not applicable because Founders' does not have any other schools, but so much of the application is based upon ResponsiveEd's network, yet because it is not a network application, the applicant is light on specifics.</p>	24

Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

The classical liberal arts academic focus does align with the school’s mission and vision.	18
The classical liberal arts academic focus does align with the school’s mission and vision.	26
Concerns/Questions	Page
After the follow up interview and responses, I still do not feel that the applicant as adequately demonstrated that it is prepared to execute this curriculum with respect to TN State Standards. There is no detail on the evidenced-based history or how the plan will remediate those students’ academic underperformance	18, Follow-Up Responses
The revised application has substantially more detail regarding alignment to the TN State Standards. However, they acknowledge “Since some parts of the Core Knowledge curriculum do not align exactly with the Tennessee state standards, some adjustments to the curriculum may be made. This adjustment may take the form of moving part of the curriculum from one year to another or in teaching a Core Knowledge topic where it stands but requiring an intensive review of the subject matter in the year the standards call for it...As ResponsiveEd expanded from Texas into Arkansas, this process took two years”	54

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>The applicant has a solid understanding of what academic performance standards need to be, and have set lofty goals for achievement based on ResponsiveEd's history.</p> <p>The application adequately addresses tutoring program, with Saturday School and summer school options.</p> <p>Attendance expectations seem realistic.</p>		25-27
Concerns/Questions		Page
<p>The academic performance standards lack specificity and detail. The applicant refers to goals based on ResponsiveEd's other classical schools, but continues to lack adherence to TN State Standards or offer examples of how they have been able to increase performance from 46%, 44%, and 46% in ELA, Math and Science to 64%, 62%, and 64% in 4 years.</p>		25-27
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>The supplemental questions included Founders graduation credit requirements which seem to align with state requirements, and don't appear to need any waivers.</p>		25-27, Follow-Up Responses
Concerns/Questions		Page
<p>The supplemental questions indicated that the alignment to TCAP/EOC will be performed prior the opening of school, and despite not having completed that alignment, the goals to increase performance related to those standards remains at ~50% increase over the first 4 years (1.4(a)). The lofty goals on paper are unrealistic and there has been no justification, even from ResponsiveEd, that such increases are feasible or expected.</p>		25

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

<p>The revision has added a lot of information that aligns with and was taken from the Tennessee guidance on RTI2. They mention using NWEA MAP as their universal screener but also mention Renaissance STAR. They have an aligned process. The goals are rigorous, but not unrealistic.</p>	<p>56-65</p>
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page

N/A	
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1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE

- Characteristics of a strong response:
- The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State’s requirements.
 - The applicant clearly and persuasively explains how the school’s graduation requirements will ensure student readiness for college or other postsecondary opportunities.
 - The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
The applicant has plans to offer advance AP courses in Math and Science.	29

Concerns/Questions

Concerns/Questions	Page
Our academic team raised several deficiencies between the stated requirements and TN state requirements.	29
The 4 credits for Math are unclear in the application, as Algebra 2 is omitted, and there is no definition of HOPE.	
The social studies requirements are insufficient, and it is not specified that a waiver will be needed or obtained.	
The graduation requirements are still deficient, lacking Algebra 2 and Lifetime Wellness; and the HOPE GPA requirements table is still omitted.	67-69

Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
n/a	

Concerns/Questions

Concerns/Questions	Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

The supplemental response included the definition of the HOPE PE credit (<https://www.apexlearning.com/course/351>), which is a Florida program. It is not clear if this meets the health and wellness requirements for TN.

There are no advanced AP courses planned other than Science and Math, which doesn't meet the rigor expectations of WCS.

29,
Follow-Up
Responses

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Founders Classical Academies intends to use a wide array of assessments listed in 1.7(a).		32
Concerns/Questions		Page
The applicant has not demonstrated knowledge of or application of TN State Standards. While there is a plan to use a program to report, the program is not yet specified. And unlike other areas in which the applicant refers to systems that are in place for ResponsiveEd, in this case, the decision is just being pushed until later which platform will be used, yet there is limited staff in year 0 to make that assessment and do legwork required to make it operational.		32
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Applicant recognizes that a wide-array of assessments are important and seems to have a data-driven philosophy In addition, the ResponsiveEd trains teachers in data analysis to inform instruction and individual remediation. The Independent Screener process for determining root causes and feedback loop seem sufficient to address continuous improvement in teaching efficacy.		32 71-72
Concerns/Questions		Page
The initial concerns were not addressed in the interview or supplemental response, and significant questions are still present as to how and when the applicant will adapt the curriculum and assessments to align with TN standards. The applicant has not demonstrated a plan to do so. n/a		32, Follow-Up Responses 71-72

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
n/a		
Concerns/Questions		Page
Organized athletics begin in 7 th grade vs 6 th for other WCS students. The required instructional days for TN is 180 and the applicant’s proposed school year includes 174 days.		34
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
n/a This revised calendar and schedule is much more comprehensive and addresses extra-curricular activities, enrichment and intervention timer per the rubric.		73-77
Concerns/Questions		Page
The supplemental response included an answer to why summer school was only available to K-2 students referring to the Texas funding model. Unless a waiver is granted or provided, this doesn’t align with the TN state requirements. N/A		34, Follow-Up Responses

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant has identified a process to identify special populations subject to IEP and 504 plans.		36
Concerns/Questions		Page
The proposed SPED populations are less than 20% of the actual WCS experience. Even with a proposed 2% of SPED students, the applicant has not provided for adequate staffing to execute the plan for special populations		Attachment N
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant has identified a process to identify special populations subject to IEP and 504 plans.		36
Revised application meets expectations, and the plan is strong for English Learners. Much of the plan is straight from the TN RTI2 Guidance.		77-87
Concerns/Questions		Page
Concerns regarding the modification of the curriculum to reduce the rigor only if there are high concentrations of at-risk special populations.		39
The applicant refers to a testing coordinator and an IEP specialist, but the plan is unclear as to who is delivering the evaluations and services to the special populations, including gifted students		77-87
The ratio of staff to students for special populations is still high		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights. 		
Initial Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Applicant has a clear vision for culture as it is firmly entrenched within the curriculum and the mission / vision.		41
The handbook is complete and specific, albeit a sample from a Texas school.		Schedule B
Concerns/Questions		Page
I would have expected applicant to have at least attempted to identify those areas in the Handbook that must be modified between TX and TN laws and regulations to demonstrate a good faith effort to prepare for the transition to TN rather than simply relying on its TX operations.		Schedule B
The Schedule C isn't identified as being from an existing ResponsiveEd school, but it is also no		Schedule C
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicants vision for culture is clear and pervasive throughout the entire organization and application.		41
The vision for culture is clear and pervasive throughout the entire organization and application. It's also clear that ResponsivED has handbook and discipline policies at it's other schools.		88-91, B,C
Concerns/Questions		Page
The interview and supplemental response did not adequately address the initial concerns.		Follow-Up Responses
It's evident that the Texas ResponsivED schools have a comprehensive policy (Attachment B), but the applicant has not taken the time during this amendment process to update or identify those sections that will have to change to meet Tennessee laws and requirements.		88-91, B, C

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners. 		
Initial Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant has outlined a very thorough process for recruitment and enrollment.		43-45
Concerns/Questions		Page
While there is no indication that the applicant will not make every effort to attract students of all demographic areas, there is not a specific plan to target economically disadvantaged students, ELL, or students with disabilities.		43-45
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The process and timeline for recruitment and enrollment meets the standards.		Attachment D
The amended application still meets all of the requirements for recruitment and enrollment.		102-103, D
Concerns/Questions		Page
Applicant's response to supplemental questions did not adequately address the lack of a plan to target economically disadvantaged students, ELL, or students with disabilities. The enrollment projections and the proposed site selection indicate and project ED and SPED populations that are significantly less than the WCS population as a whole.		43-45, Follow-up Responses, Attachment N

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies. 		
Initial Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The Community Advisory Council (“CAC”) is a strong plan for engaging parents and community members Attachment E was included and meets all the requirement for parent and community engagement		46 E
Concerns/Questions		Page
Attachment E was not included N/A		Attachment E E
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		
n/a		
Concerns/Questions		
Attachment E was not included as required to include letters of support, MOUs, or contracts with community partners, which indicates that the applicant has not begun the required community work to evaluate, validate, and ensure a successful launch. (Attachment E)		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths: The applicant has a clear vision of using a classical education, along with a curriculum based on civic responsibility that is pervasive throughout the organization and the application. The applicant brings experience through ResponsiveEd to the table in addition to the Hillsdale curriculum which provides a level of credibility.</p> <p>Weaknesses/Questions: Despite the presence of ResponsiveEd, the application appears partially incomplete, relying on the inclusion of documents and standards from Texas with little effort being provided for this application to even identify modifications that must be made for the transition to Tennessee.</p>		
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths: The applicant has a clear vision of using a classical education, along with a curriculum based on civic responsibility that is pervasive throughout the organization and the application. The applicant brings experience through ResponsiveEd to the table in addition to the Hillsdale curriculum which provides a level of credibility.</p> <p>The amended application added missing pieces from the original, including Attachment E and more details surrounding ResponsivED's other operations.</p> <p>(If Any) Weaknesses: i The interview and supplemental responses were inadequate to overcome the weaknesses and outstanding questions posed from the initial review. The lack of inclusion of Attachment E and the lack of modification of the curriculum or assessments to TN State Standards are examples of evidence that the applicant has not put forth the effort necessary to prove that it is ready and able to successfully launch a new school in Williamson County at this time.</p> <p>While still not updated for all TN standards, including graduation requirements, the applicant and ResponsivED have the experience and the expertise to make the necessary changes and have proven the ability to do so.</p>		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The board appears to have the appropriate expertise for governance, particularly when combined with the partnership with ResponsiveEd for operational oversight. The applicant appears to have completed all the necessary formation and organizational documentation.		50 Attachment F
Concerns/ Questions		Page
The application is not clear as to the residency requirements of its Board members. There is a question as to whether the applicant intends on enrolling students from outside of Williamson County as per the Exceptions in Attachment D.		49 Attachment D
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The organizational documents, board makeup and plan for governance seem complete and sufficient. The Board was updated with additional members and the amended application meets the governance standards		49-50, Attachment D 108-111, D, F
Concerns/ Questions		Page
I am still unclear if there is a requirement for board members to reside in Williamson County, but I have not seen any requirement for the charter to do so. N/a		49-50, Follow-up Responses

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
n/a		
Concerns/Questions		Page
There is no location identified, only a possibility of 3 areas. Understandable that they don't want to disclose locations that they may have talked to, but there doesn't seem to be a clear line of sight to workable space. Space in commercial district will be difficult to provide playgrounds and athletic facilities.		51-52
The non-payroll expenses outlined in 2.2(a) for direct mail, curriculum, and miscellaneous expenses are not included in the budget.		Attachment N
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant understands the difficulties with site selection and construction for a startup organization and its first site in TN		51
The revised application makes significant changes to the startup plan – much more detail in Attachment N for year 0, and made significant progress in the selection of a site compared to the initial application. In addition, the Board of directors was updated.		112-114, N
Concerns/ Questions		Page
The financial plan of the startup (2.2(a)) and year 0 budget are not complete or feasible. The expenses outlined in 2.2(a) are more extensive than are in the budget Attachment N, but there is still no fundraising expenses or general office expenses to setup the school prior to July 2023.		51, Attachment N
Fundraising continues to be the primary funding source for year 0, and the only contingency is to borrow money, but no progress has been made toward securing financing. Finding and Training teachers to teach in the classical school will be a challenge, especially amid the already tight labor market.		112-114, N

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.3 FACILITIES		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>Del Rey Education’s president is familiar with commercial real estate and they are seeking expert advice and recognize the importance and difficulty of this process, and ResponsiveEd has a strong record of finding adequate facilities.</p> <p>ResponsiveEd’s team has a history and the expertise to evaluate and prepare a site. And the revised application show much more detail around their history of opening schools.</p>		54
Concerns/Questions		Page
<p>The applicant is not clear and consistent as to the size of the facility needed and the enrollment.</p> <p>There is a tight timeframe to procure an undetermined sight and do any kind of renovation in advance for opening .</p> <p>Our operations review team identified some metrics for total sq ft needed for 36 classrooms in Year 1 and up to 52 classrooms in Year 5 and up to 1,128 students along with common areas (Cafteria, gymnasium, office) that are not addressed in detail</p>		53-55
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>ResponsiveEd has extensive experience in starting charters, including finding space for new facilities, which is probably the option for year one rather than building a facility</p> <p>The addition of actual sites and floor plans shows that the applicant has put significantly more effort into this revised plan, and reflects more of what I would have expected for someone with ResponsiveEd’s experience.</p>		54 115-119
Concerns/ Questions		Page
<p>Despite the experience of ResponsiveEd, the challenges to finding a facility capable of housing up to 1,128 students in the areas of interest with the required interior and exterior amenities is a great one in Williamson County. There are simply too many unanswered questions 16 months from the opening of this facility that raise great doubts on the feasibility of this startup plan.</p> <p>I have serious concerns that the applicant will be able to find a suitable site, for a price that is affordable, and in this market for construction be able to get the facility ready for an August 2023 start date. I don’t see any evidence that the revised budget reductions, which were disproportionately higher than the reduction in</p>		53-55 115-119

SECTION 2 – OPERATIONS PLAN AND CAPACITY

projection enrollment are achievable, particularly that the prior application had assumed a church building and all of the sites listed are corporate office sites that require significant buildout.	
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2.4 PERSONNEL/ HUMAN CAPITAL

- Characteristics of a strong response:
- The school’s organizational chart (**Attachment G**) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.
 - Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (**Attachment H**).
 - Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community.
 - Compensation packages are likely to attract and retain qualified staff.
 - The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements.
 - The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover.
 - The employee manual and personnel policies (**Attachment I**) are complete and effective.
 - Staffing projections for each year are robust, aligned with the educational program and conducive to the school’s success.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths

	Page
None	

Concerns/Questions

	Page
The Organizational chart in Attachment G states that they org chart will vary based on the needs of the school and the students and they don’t have enough information to project at this time.	Attachment G
Staffing will be a challenge and the applicant states that they will using search firms and job fairs, yet no detail of any of those expenses Is provided in the startup future budgets	57
No detail for the Organization of ResponsiveEd is provided, only the 2 employees not provided through RE.	

Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths

	Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

None	
The revised submission provides new explanation on the functions of the Head of School. -The revised submission indicates (in Page 122, 2nd Para) that Founders is working with the Professional Educators of Tennessee to develop a specific “classical” teacher training and certification program. It’s not clear why that is needed but it does follow with Founders intent in Section 2.11 (Page 145) indicates their intention for some waiver flexibility with regards to licensure of leadership personnel.	120-125
Concerns/ Questions	Page
Applicant was given the opportunity to provide supplemental detail with regard to the number and types of operating staff that will be present onsite in Williamson Count and they chose not to respond. The outsourcing of all the operations to ResponsiveEd and the presence of only a couple of administrative personnel is troubling. We have not been given the detail on other ResponsiveEd’s facilities if they use a similar model, but given that this is the first in TN with no track record, I am not comfortable with this plan.	Follow-up Responses, Attachment N
Reliance on ResponsivED continues to be the theme of the revised application, but details are lacking, despite the history that ResponsivED certainly has for startup charters outside of TN.	120-125 G

2.5 PROFESSIONAL DEVELOPMENT

Characteristics of a strong response:

- Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement.
- The applicant proposes a thoughtful plan for professional development to address special and diverse populations.
- The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths

20 PD days are anticipated in the calendar / performed by the staff, and will be performed using the existing ResponsiveEd network.	60
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Concerns/Questions

While there may be extensive experience by ResponsiveEd and they may perform PD for hundreds of teachers and staff for their other facilities, the summary on pp 60-62 is not sufficient or in enough detail to demonstrate that a complete Professional Development plan is in place. ³	60-62
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Final Application Review

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
20 PD days are anticipated in the calendar / performed by the staff, and will be performed using the existing ResponsiveEd network.		60
The revised application elaborated greatly on the PD program for teachers.		126-131
Concerns/ Questions		Page
The supplemental interview and responses did not adequately produce any additional information to provide details about the Professional Development to be provided, nor any specific plans for PD to address special and diverse populations		60-62, Follow-up Responses
The committee notes the missing detail of training on students with disabilities and IEPs, which is missing from the application.		126-131

2.6 INSURANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Review of the coverage amounts seem to be consistent with what WCS would require of any contractor		63
Concerns/Questions		Page
The insurance requirements in 2.6(b) require a letter of coverage from the proposed insured; the applicant indicates that this letter will be available prior to negotiation of the charter agreement, but that does not meet the requirement. Not yet clear if athletics will be offered, for MS or HS, as an additional liability coverage would need to be added.		Attachment J, 63
Final Application Review		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Review of the coverage amounts seem to be consistent with what WCS would require of any contractor		63
Same as previous application		132, J
Concerns/ Questions		Page
Upon the supplemental interview, applicant indicated that they will offer very limited athletics, based on their risk of concussion, but that will still require some form of additional liability policy. The absence of the letter of coverage is still a deficiency versus the rubric requirements.		Attachment J, Follow-up Responses
Same as previous application		132, J

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant’s transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
none		
Concerns/Questions		Page
Transportation is not required, but the applicant has stated that part of their mission is to be able to provide classical education to students who can’t afford a private education. Given the proposed areas in which a school is planned to be located, those high-growth areas are not where WCS has a high concentration of economically disadvantaged students, which means that the burden to provide transportation would fall on those that are least able to provide their own transportation.		64
Applicant states that they will work with specific students, presumably to meet IEP requirements, but no plans have been set forth in writing or in the budget that I could find to account for this contingency.		
Final Application Review		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None		
The revised submission committed to providing transportation to students with IEP that require it, and has placed funds in the budget to support those IEP needs.		133-134
Concerns/ Questions		Page
The supplemental response did not help to clarify the applicant’s position on the discrepancy between its mission and its stance to not provide transportation.		64, Follow-up Responses
There is no transportation to be provided, but in the event that the enrollment is filled based upon demand, transportation services are not required.		133-134

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant has a plan to use a national food service vendor, CNP, with the ability to provide for free and reduced lunch.		65
Concerns/Questions		Page
There is no revenue and expense listed in the budget to indicate that there is a clear plan to provide food service, and there is no indication in the year 0 activities or expenses of the selection of a food service vendor.		65
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The plan for CNP as the national food service provider.		65
Concerns/ Questions		Page
The supplemental interview responses did not provide additional clarity with respect to food service. In fact, the applicant appears to be preparing that there will not be a kitchen that the students will be required to bring a lunch. The Attachment B – Page 10 is a sample policy for RE Texas (not for Founders, as it relates to Texas state regulations) and it addresses Free and Reduced meals, but the solution for Founders is not clear. The supplemental response indicates that the campus admin will provide nutrition support for free and reduced, but the assumption is that Free and Reduced will be less than 3.3%, and if greater, a nutrition services position will be added, but that is not included in the budget.		65, Attachment B, Follow-up Responses
The revised application did not adequately address the previous concerns		135

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant’s response adequately addresses the safety and security with respect to physical security - 2.9(d)		66
Concerns/Questions		Page
The applicant didn’t address technology in the classroom, coordinated schools health or data management plan. (2.9 a-c		66
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant’s response adequately addresses the safety and security with respect to physical security - 2.9(d)		66
-The revised submission commits to providing a full-time Nurse on campus, but there is no salary or health supplies info found in the proposed budget. -Commits to comply with FERPA. - Shows a Safety official position in the Salary Ranges chart on Page 124 of the revised submission, but no more detail of this person’s functions. Intends to utilize The Vigilance Group for staff security training. -Post-interview response indicated the potential to use Skyward as an SIS platform, but it was not mentioned in the revised submission.		136-138
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>The supplemental response provided answers to 2.91a)-c) . Devices are going to be provided only for testing, labs and special circumstances, but there is no detail for student laptops or technology in the budget (attachment N), including the wifi that applicant says will be in the building, but again, it’s not itemized in the budget. For the data management, ResponsiveED is responsible, but no decision has been made on Skyward or PowerSchool.</p>	<p>66, Follow-up Responses</p>
<p>There is no salary included in the budget for the nurse and there is no safety plan submitted even in draft form</p>	<p>136-138</p>

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE

Characteristics of a strong response:

- If the school plans to contract with a CMO, the applicant describes the service provider’s educational and management success and the rationale and process for selecting the CMO.
- There is a clear division of roles between the board and the CMO.
- There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained.
- If available, the CMO agreement (**Attachment K**) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths		Page
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<p>Applicant cites accolades for Del Rey and ResponsiveED</p>	<p>68</p>
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Concerns/Questions		Page
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<p>While there are claims and accolades for the proposed CMO, there is no support here or elsewhere in this application to demonstrate ResponsiveEd’s track record of success. The TEA is quoted that RE has helped 13 struggling schools, but WCS does not have any schools that are struggling, if that is the focus of the CMO.</p> <p>Applicant states on P70 that RE has: “tremendous success providing classical education to student populations similar to those served by our proposed school. ResponsiveEd’s Founder’s Classical Academies operate at similar capacities, with typically upwards of 1,000 students on their waitlists.”, however, again there is no evidence provided to support this statement.</p>	<p>68</p>
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Final Application Review

<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths		Page
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S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Applicant cites accolades for Del Rey and ResponsiveED	68
The revised application contains much better support and evidence that ResponsivEd has participated in this response. ResponsivED obviously has a history of running schools in AR and TX, and it's ability to serve as CMO is evident.	139-142, K
Concerns/ Questions	Page
The supplemental response attempts to clarify how Del Rey and ResponsiveEd will partner with Founders to provide services, but it did so with only 2 sentences, and no breakdown of services provided, staffing or location of ResponsiveEd staff or any details outside of the limited narratives provided.	68, Follow-up Responses
The MOU is not executed, but I'm not sure it is appropriate to sign prior to a final approval.	K

2.11 WAIVERS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
No waivers requested		72-73
Concerns/Questions		Page
Unclear if the lack of waiver requests is an oversight or an understanding that truly no waivers will be requested.		72-73
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

No waivers requested	72-73
Concerns/ Questions	Page
<p>Follow up to supplemental questions indicate “Core Knowledge Sequence is used in at least 11 schools across Tennessee, including Nashville Classical Academy, Power Center Elementary, East Chester Elementary, Arlington International Leadership School, and others.”. So it appears that waivers will be needed, and not sure if this is the only one or not.</p> <p>-Post-interview response indicates that Core Knowledge Sequence will be used and is currently in use by 11 charter schools in Tennessee. But, those schools required waivers to use Core Knowledge Sequence, so Founders will need to seek waivers.</p> <p>-The revised submission indicates Founders will now request 8 waivers for various items. The rationale for the waivers is Founders assertion that they need the waivers in order to execute their curriculum and hire/maintain the highest quality staff. No convincing rationale is provided as to why Founders should not have to comply with the same state requirements that all other school systems in Tennessee have to comply with.</p>	<p>Follow-up Responses</p> <p>143-145</p>

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization’s stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L). 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A – but the applicant spends considerable amount of its application relying on the network of its CMO, ResponsiveEd and Del Rey.		

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/ Questions		Page
<p>N/A – but the applicant spends considerable amount of its application relying on the network of its CMO, ResponsiveEd and Del Rey.</p> <p>-Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.</p>		146

2.13 NETWORK MANAGEMENT		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The leadership team is identified, together with their roles and responsibilities. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A – but the applicant spends considerable amount of its application relying on the network of its CMO, ResponsiveEd and Del Rey.		
Final Application Review		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/ Questions		Page
N/A – but the applicant spends considerable amount of its application relying on the network of its CMO, ResponsiveEd and Del Rey.		

2.14 NETWORK GOVERNANCE

Characteristics of a strong response:

- 1) If there is a network board that operates as the main governing body with each school having an advisory committee:**
 - Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network.
 - Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely.
 - Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools.
 - There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s).
- 2) If there will be one governing board for all schools at the local level:**
 - Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary).
 - A copy of the by-laws and organizational chart is included.
 - There is a clear, thorough plan to transform the board’s membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities.
 - There is a plan in place for board training as required by Tennessee law.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A – but the applicant spends considerable amount of its application relying on the network of its CMO, ResponsiveEd and Del Rey.		

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/ Questions		Page
N/A – but the applicant spends considerable amount of its application relying on the network of its CMO, ResponsiveEd and Del Rey.		

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response:		
<ul style="list-style-type: none"> ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A – but the applicant spends considerable amount of its application relying on the network of its CMO, ResponsiveEd and Del Rey.		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

N/A	
Concerns/ Questions	Page
N/A – but the applicant spends considerable amount of its application relying on the network of its CMO, ResponsiveEd and Del Rey.	

2 OPERATIONS PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <p>The applicant is confident that Del Rey and ResponsiveEd have the experience and capability to provide services to ensure a successful charter launch in TN.</p> <p>Weaknesses/Questions:</p> <p>The presence of Del Rey and ResponsiveEd really should provide a strong base of credibility and confidence in Founders to be successful. However, repeatedly, the applicant answered questions with little detail, lack of specificity, inconsistency with other parts of the application (including the budget), and demonstrated an overall bias in this application in favor of putting off major decisions until the negotiation of the charter agreement..</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <p>The applicant's confidence in Del Rey and ResponsiveEd as strong CMO partners with track records of success. The applicant is not requesting any waivers, and the CMO is engaging professionals to help procure adequate space to provide for students in year 1.</p> <p>The revised application provided much more detail about and apparently from ResponsivEd, which does have a proven record of operating charters in AR and TX.</p> <p>(If Any) Weaknesses:</p> <p>I expected the additional detail that was missing from the application regarding the CMO participation to come through during the supplemental response. The responses did little to provide any additional clarity. There remains no detail on the staffing or detailed services and whether any of those services will take place onsite. The inconsistencies between the budget and the operations plan were not reconciled, specific examples include the lack of food services revenue or expense if food is to be provided onsite, and the lack of startup plan for timing to make key vendor selections. And the lack of specifics around the site location, size, and amenities demonstrate that this application has not been thoroughly completed at this time.</p>		

The revised application did little to overcome previous deficiencies in so many of the operating areas. From opening plan, facilities, and construction on a timeline and budget, to attracting and training adequate levels of staffing, and foodservice, there are still too many deficiencies to meet standard.

3 – FINANCIAL PLAN AND CAPACITY

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all startup expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant's internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant is using a Charter Management Organization, ResponsiveEd, which should result in a completeness and a level of specificity that would otherwise be possible for an independent application.		Attachment O
Concerns/Questions		Page
The Budget appears incomplete and missing a level of detail required for a thorough evaluation of questions. The main request for supplemental information was to complete the budget, including notes, and a more detailed budget for year 0. The presence of ResponsiveEd suggests that policies and procedures are in place, and that they simply weren't included in the application, so we requested supplemental information regarding details policies and procedures. The initial budget for year 0 includes \$1M of fundraising revenue, a principal and a clerical staff, without any other costs or detail, which we also requested additional information.		Attachment N

Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>The applicant has the backing of ResponsiveEd, for which the supplemental response included financial reports which demonstrated a strong financial position from its operations in Texas and Arkansas.</p> <p>The updated application is substantially more complete than the original. Particularly, The year 0 contained adequate detail, but the assumptions for years 1-5 were still blank and incomplete. SPED staffing was increased, but the ratios do not appear quite adequate.</p>		Attachment O N, O
Concerns/ Questions		Page
<p>The responses for supplemental information did very little to answer the initial concerns for the incompleteness of the initial application. The applicant chose not to edit or modify the budget worksheet (Attachment N) that still does not have Assumption notes to 95% of the line items. We made a specific request to provide the staffing assumptions for tab 5 of Attachment N, and rather than editing the budget workbook, the applicant provided FTEs by position, but the positions did not fit the descriptions provided in the budget. The SPED students are 2% compared with 9.9% SPED according to the state (14.7% based on WCS SPED Director), and even with the lower number of students, there is inadequate staffing identified in the budget to deliver SPED services, including no resources for OT, PT, and other services. The startup plan indicates the intent to raise \$1M with no plan for fundraising expenses or contingency plan if those funds are not raised. While the applicant has ResponsiveEd as a key partner/vendor, there is no commitment being demonstrated by ResponsiveEd to provide any funds, rather, they are being paid a budgeted \$835k as CMO fee.</p> <p>Despite the additional detail, deficiencies remain in several areas. The contingency for fundraising and timing of funds is not adequately addressed. Textbooks and supplies for student are also inadequate. The applicant claims that the spreadsheet supplied did not function properly, so applicant submitted supplemental schedule in Attachment O, but there are discrepancies between the two and difficult to determine which is correct.</p>		Attachments N, O N, O

3 – FINANCIAL PLAN AND

3.3 NETWORK FINANCIAL PLAN		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page

N/A – the application is not a network application as the applicant does not have any existing TN-based charter schools, though the application is largely dependent upon the existing network of its CMO partner, ResponsiveEd.			
Final Application Review			
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard	
Strengths			Page
N/A			
Concerns/ Questions			Page
N/A – the application is not a network application as the applicant does not have any existing TN-based charter schools, though the application is largely dependent upon the existing network of its CMO partner, ResponsiveEd.			

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <p>The history and expertise of ResponsiveED demonstrates that Founders has chosen a CMO partner with over 10,000 students in Texas and Arkansas.</p> <p>Weaknesses/Questions:</p> <p>The budget lacks detailed notes and descriptions and doesn't appear to be thorough or complete in several areas, including the detail of FTEs, SPED staffing and costs, and the "year 0" startup budget.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <p>The applicant provided supplemental information which included audited financial statements of ResponsiveEd. ResponsiveEd as the contracted Charter Management Organization has a strong financial position and a history of operating charter schools in Texas and Arkansas.</p> <p>The updated application is substantially more complete than the original. Particularly, The year 0 contained adequate detail, but the assumptions for years 1-5 were still blank and incomplete. SPED staffing was increased, but the ratios do not appear quite adequate.</p> <p>(If Any) Weaknesses:</p> <p>The budget lacks detailed notes and descriptions necessary to understand if the budget is complete. The staffing details, SPED staffing costs, and "year 0" budget are all incomplete. There are several examples of discrepancies between the narrative and the budget, including the size of the facility needed as well as some staffing that appears in the operating plan but the budget does not factor in the expense. These questions were raised during the supplemental review and request for additional information, and the expectation was that Attachment N would be revised and completed, but the response was inadequate, and only partially answered. The main response to the supplemental review was the inclusion of a ResponsiveEd annual report; and, while ResponsiveEd seems financial stable, it is simply a contracted organization for CMO and there was no indication given that ResponsiveEd could or would provide the applicant with financial assistance. Despite the presence of ResponsiveEd, which could have provided a wealth of information for historical startup schools, fundraising experience, and budget to actual comparisons for the year 0 and subsequent budgets, the financial</p>		

projections were incomplete and not sufficient to conclude that the applicant has thoroughly evaluated this endeavor.

Despite the additional detail, deficiencies remain in several areas. The contingency for fundraising and timing of funds is not adequately addressed. Textbooks and supplies for student are also inadequate. The applicant claims that the spreadsheet supplied did not function properly, so applicant submitted supplemental schedule in Attachment O, but there are discrepancies between the two and difficult to determine which is correct.

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE

Characteristics of a strong response:

- Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator’s schools are high performing and successful (**Attachment Q**).
- Graduation rates are indicative of highly successful strategies (if applicable).
- Applicant selects one or more of the organization’s consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome.
- Applicant selects one or more of the organization’s low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable).
- If the school is operating under another authorizer, the school’s performance report or authorizer evaluation (**Attachment R**) is favorable.
- Latest audit (**Attachment S**) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law.
- The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, **Attachment T**).

Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

None

Concerns/Questions

Page

Applicant did not provide any information of past performance. Founders is a new TN organization, but it's dependence on ResponsiveEd should enable applicant to provide a history of ResponsiveEd's performance.			
Final Application Review			
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard	
Strengths			Page
None			
Concerns/ Questions			Page
In its response for supplementary information, Applicant provided limited 2019 and 2021 accountability ratings for a single school from Texas. With its expansive footprint of schools in Texas and Arkansas, providing results for 2 years for one school is not sufficient. A more thorough response would have been a detailed history of how the RespsiveEd schools in Texas and Arkansas have performed against their LEAs and other charter schools, how the schools performed compared with their initial assumptions from their charter applications, and how the demographic makeup and academic records were similar/dissimilar to WCS.			Follow-Up Responses, Red Annual Report



TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide “a standard application format” (TCA 49-13-116), and “scoring criteria addressing the elements of the charter school application” (SBE Rule 0520-14-01-.01(1)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as “Meets or Exceeds the Standard.” Evaluators will rate the responses by applying the following guidance:

Table with 2 columns: Rating, Characteristics. Rows include: Meets or Exceeds the Standard, Partially Meets Standard, Does Not Meet Standard.

The State Board of Education has adopted Quality Charter Authorizing Standards in Policy 6.111. Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer “[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.” An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For

an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.11 Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.15 Financial Plan and Capacity: 3.1 through 3.3 Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.12 through 2.15 Financial Plan and Capacity: 3.1, through 3.3 Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) Financial Plan and Capacity: 3.1 and 3.2 Portfolio Review and Performance Record: 4.1

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the “Strengths” area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the “Concerns/Questions” area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.

4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the "Final Application Review" area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the "Final Application Review" area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name:

Proposed School Name:

Application includes an Executive Summary. Yes

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The application clearly links the mission and vision to 3 purposes for charter schools found in TCA 49-13-102(a) - purposes 3, 5 and 6. • The application detailed the unique features of their instructional program. 		13 15
Concerns/Questions		Page
<ul style="list-style-type: none"> • While the vision may be measurable, the mission is not. • The application asserts that they will close achievement gaps, however there was not a clear plan to do this. 		13 13
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The application clearly links the mission and vision to 3 purposes for charter schools found in TCA 49-13-102(a) - purposes 3, 5 and 6. • The application detailed the unique features of their instructional program. • Additional input on pages 13-14 that now addresses a plan to close achievement gaps. 		13 15 13-14
Concerns/Questions		Page
<ul style="list-style-type: none"> • While the vision was measurable, the mission was not. • The application asserts that they will close achievement gaps, however there was not a clear plan to do this. • During the interview, the team shared that interventions and scheduling is adjusted based on the needs of the students enrolled. But they would not know this until they knew their population. Example of a Title 1 school with intervention embedded during the day was given. The area they are targeting will not have a large economically disadvantaged population so it is not clear how they will close achievement gaps still. 		13 13

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • There were no strengths noted in this section. 		16-18
Concerns/Questions		Page
<ul style="list-style-type: none"> • The application was unclear as to how or why they selected the community to locate the school. On page 16, they state it would be based on highest growth and need for capacity. It is unclear what data they are using to determine this "need." 		16
<ul style="list-style-type: none"> • They also state on page 16, that it will make classical education accessible to families who cannot afford tuition-based private schools. However, the location they are looking to put the school is not in a geographical area that has a large population of economically disadvantaged families. They will not provide transportation, so how will these families access this school? 		16
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • There were no strengths noted in this section. 		16-18
Concerns/Questions		Page
<ul style="list-style-type: none"> • They also state on page 16, that it will make classical education accessible to families who cannot afford tuition-based private schools. However, the location they are looking to put the school is not in a geographical area that has a large population of economically disadvantaged families. They will not provide transportation, so how will these families access this school? 		19-25
<ul style="list-style-type: none"> • When asked in the interview about their targeted population, they again cited growth area and access to those that could not afford private school. They also mentioned that this school would likely attract families that are currently in private school that would prefer the classical education for free in a public school. 		
<ul style="list-style-type: none"> • On page 19 - they state that enrollment is down in WCS from 2019 and assert this is because parents are looking for alternative schools. This is data reflecting a national trend in enrollment due to COVID not a desire for an alternate school. Enrollment is up in WCS. In addition, the demographics for ED and SWD do not appear to be reasonable based on WCS demographics. 		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The school's application defines a focus that is aligned to their mission and vision. • They presented some of their curricular choices that do have a research-based foundation to address student learning - specifically Singapore Math and the Splittgerber study from 2010. 		19 22
Concerns/Questions		Page
<ul style="list-style-type: none"> • There was no evidence in this application that the curriculum is aligned to TN State Academic Standards. Science education/curriculum was not addressed in this section at all. The application stated they have done this in the past with other states and it took 2 years to accomplish. • Because the "targeted population" is unclear, it is difficult to determine how the academic plan addresses the needs of that population. • The application did not outline a clear plan to remediate students' academic under performance. 		19-24 23
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The school's application defines a focus that is aligned to their mission and vision. • They presented some of their curricular choices that do have a research-based foundation to address student learning - specifically Singapore Math and the Splittgerber study from 2010. • The application provided a clear plan to remediate students' academic under performance 		26-55
Concerns/Questions		Page
<ul style="list-style-type: none"> • There was limited evidence that the curriculum is aligned to TN State Academic Standards in several areas – Core knowledge for Science/Social Studies, Singapore Math (aligned to Common Core not TN State standards) and Access. 		26-55

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The application identifies that they will utilize a screener to measure student academic ability. It also addressed having a tutoring program during their Saturday school. 		25
Concerns/Questions		Page
<ul style="list-style-type: none"> • In reviewing their Response to Intervention plan, they are vague and do not give specifics on how and when they will provide interventions for students that have a demonstrated need. • In reviewing their Goals for Improvement in Student Achievement, it was unclear where their baseline data came from, why it only addressed grades K-3 and what the percentage data points listed on page 25 actually represented. • They also do not address how often they will monitor results once they begin using their corrective action plan. 		25-27 25 25-26
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The application identifies that they will utilize a screener to measure student academic ability. It also addressed having a tutoring program during their Saturday school. • The additional information provided, stated that intervention would take place before and after school as well as in Saturday school. They also stated that they will provide this during the day as indicated by need. • RTI plans align to TN guidelines 		56-65
Concerns/Questions		Page
<ul style="list-style-type: none"> • Concerns noted above addressed • It is unclear if the universal screener is NWEA Map or Renaissance STAR as both are listed. • NWEA Map – pages 13, 15, 40, 56, 58, 64, 74, 84 • STAR – pages 34, 35, 61 		56-65

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school’s history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
NA		
Concerns/Questions		Page
NA		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
NA		
Concerns/Questions		Page
NA		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State’s requirements. ▪ The applicant clearly and persuasively explains how the school’s graduation requirements will ensure student readiness for college or other postsecondary opportunities. ▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
No strengths were noted in this section.		29-31
Concerns/Questions		Page
<ul style="list-style-type: none"> • The most significant concern is that the graduation requirements for Founders do not align with TN requirements nor the college entrance requirements. There were discrepancies in the requirements and offerings for Algebra I and II. There were no Health and Wellness opportunities listed. The Social Studies requirements did not meet state requirements. • There was also no explanation of how GPA would be calculated. We would like to know more about that. 		29 29-31
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The written response included an outline of the required subjects and number of courses per subject for graduation. 		67-70
Concerns/Questions		Page
<ul style="list-style-type: none"> • While high school graduation requirements are mentioned, they do not match the requirements for graduation in the state of Tennessee. 		67-70

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • There were no strengths noted in this section. 		32
Concerns/Questions		Page
<ul style="list-style-type: none"> • Given that the curriculum has not been clearly aligned to state standards, there was also no clear description of how the internal assessment would be aligned to state standards. • The process outlined for collecting, analyzing and using the data was a concern. The plan indicates that the team in Dallas will help campus directors and teachers understand the academic results. Is there a plan to empower teachers to understand and utilize data in real time without the flow back to Dallas? • Is there time built into the students' day for reteaching and tutoring opportunities to help struggling students? 		32 32-33
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The plan addresses the data that will be used, that assessments will be aligned to standards and that they will provide training for teachers and staff. 		71-72
Concerns/Questions		Page
<ul style="list-style-type: none"> • Several of the internal assessments mentioned still do not align to TN State Standards – Singapore Math and Core Knowledge. 		71-72

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • There were no strengths noted in this section. 		34-35
Concerns/Questions		Page
<ul style="list-style-type: none"> • The application did not include a detailed daily schedule for students thus making it impossible to score this application on this indicator. • There was no way to determine if the 174 days noted on the school calendar would meet the TN attendance requirements based on number of hours in student day. • There was also no clear indication of when tutoring or tiered interventions would take place. • The last area of question was the summer school, it was noted as only being available for students in grades K-2. What will the school offer to students who struggled in grades 3-8? 		None 34 35 35
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • Detailed daily schedules were submitted. • Attachment A was added 		Addendum 73-77
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The application described a process to identify students with various needs. In addition there was a clear plan to exit English Language Learners. The application did identify strategies they will employ to meet the needs of gifted students. 		37-38
Concerns/Questions		Page
<ul style="list-style-type: none"> • The plan to serve students with disabilities was at a surface level and left lots of questions about services, testing, as well as a plan to exit students. There were no details about who would be conducting the psycho- educational evaluations nor did the application address meeting the needs of intellectually gifted students on an IEP. 		36-40
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The plan had a lot of detail for English Learners • The plan for intervention mirrored the TN RTI model • For staffing they added a school psychologist 		77-87
Concerns/Questions <ul style="list-style-type: none"> • There was no clear hiring plan to attract the staff. 		77-87

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • There was a clear vision for the school culture outlined in the application. In addition, they had a clear plan to sustain this culture through all stakeholders. 		41-42
Concerns/Questions		Page
<ul style="list-style-type: none"> • The student handbook included in Attachment B was a copy of a Texas handbook. Because of this it was difficult to determine if it clearly aligned to Tennessee laws and procedures. It also contradicted information from other parts of the application (e.g. Algebra II) 		Attachment B
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • There was a clear vision for the school culture outlined in the application. In addition, they had a clear plan to sustain this culture through all stakeholders. 		88-91
Concerns/Questions		Page
<ul style="list-style-type: none"> • The student handbook included in Attachment B was a copy of a Texas handbook. Because of this it was difficult to determine if it clearly aligned to Tennessee laws and procedures. It also contradicted information from other parts of the application (e.g. Algebra II) • Handbook is not relevant to elementary schools. 		Attachment B

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The plan to recruit would involve some marketing as well as word of mouth. 		43-45
Concerns/Questions		Page
<ul style="list-style-type: none"> • There did not seem to be a detailed plan for how to recruit students in a way that would provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities and English Learners. Given their preferred location in the Cool Springs area, there were questions as to whether they would be recruiting from FSSD. 		43-45
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • A more detailed description of recruitment plan is included in this application. 		98-103
Concerns/Questions		Page
<ul style="list-style-type: none"> • It is still unclear how this school plans to recruit students and families including those in poverty, academically low-achieving, students with disabilities and English Learners. 		98-103

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths noted in this section.		46-47
Concerns/Questions		Page
<ul style="list-style-type: none"> • There was no evidence of community feedback in the application and Attachment E was missing. 		46-47 No Attachment E
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		
<ul style="list-style-type: none"> • Community feedback was included • Letters of support were included • There is a plan for engaging parents and community partners 		104-107
Concerns/Questions		
<ul style="list-style-type: none"> • 		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: The application clearly identified a mission and vision focused on building a strong culture.</p> <p>Weaknesses/Questions:</p> <ul style="list-style-type: none"> • The application did not clearly identify their target student population. • The application did not give clear evidence of being aligned to TN State Standards - both in their curricula and their assessments. • The application did not provide clear evidence of their plan to close the achievement gap for students who were behind or struggling. 		
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths: The application clearly identified a mission and vision focused on building a strong culture. The Academic Plan Design and Capacity section is more clearly defined, with a clear intervention plan for addressing student deficits and closing gaps that is based on the TN RTI Model.</p> <p>(If Any) Weaknesses:</p> <ul style="list-style-type: none"> • The application did not give clear evidence of being aligned to TN State Standards - both in their curricula and their assessments. • The High School requirements are not aligned to TN state requirements. 		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • According to the application, the board met the experience requirements as described above. In addition, they have outlined specific training requirements for the board. 		48-50
Concerns/ Questions		Page
<ul style="list-style-type: none"> • There were some items that were cause for concern. In the By-Laws and handbooks they outline their non-discrimination characteristics for students which were different than those outlined for educators. There was also some concern for enrollment of students who reside outside of Williamson County. 		48-50
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • According to the application, the board met the experience requirements as described above. In addition, they have outlined specific training requirements for the board. 		108-111
Concerns/ Questions		Page
<ul style="list-style-type: none"> • There were some items that were cause for concern. In the By-Laws and handbooks they outline their non-discrimination characteristics for students which were different than those outlined for educators. There was also some concern for enrollment of students who reside outside of Williamson County. The interview team shared that the discrepancy in the non-discrimination language was simply a typo that they would fix. They also stated they would follow WCS policies on students of employees attending when they reside outside of the county. • None of the concerns outlined above were changed in the revised application. 		108-111

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No strengths were noted in this section. 		51-52
Concerns/Questions		Page
<ul style="list-style-type: none"> • There was no clearly identified plan for securing a location for the school nor did they address how they would handle renovations to an existing property to bring it into compliance with TN codes. There was also no plan outlined for providing space for recess for K-6 or or athletics for their secondary students. Based on their enrollment numbers, they will need to secure a site large enough to accommodate these students and it is not clear that this is in the plan. The plan for teacher hiring and training was not detailed in this application. 		51-52
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No strengths were noted in this section. 		112-114
Concerns/ Questions		Page
<ul style="list-style-type: none"> • Previous concerns remain • The start-up budget does not proved sufficient detail to reflect facility needs. • There are some conflicting statements about when the Head of School/Head Master will be hired causing some confusion. • Due to construction/renovation market in Williamson, there is concern about finding an appropriate site ready for students in August 2023. All three proposed sites do not seem to have space for a playground and this is not addressed in the application. 		112-114

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.3 FACILITIES		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • There were no strengths noted in this section. 		53-55
Concerns/Questions		Page
<ul style="list-style-type: none"> • The projected cost for a facility to house the number of students does not seem reasonable in the current Williamson County market. In addition, the size facility they state they are looking for does not seem to meet the required space to teach their enrollment projections. 		53-55
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The revised application addressed ResponsiveED’s ability to successfully open charter schools in TX. 		115-119
Concerns/ Questions		Page
<ul style="list-style-type: none"> • The number of classrooms needed for each year is outlined in the revised application. However, the implication is that there would be a blend of spaces in various facilities. It is unclear how this will operate as a school. • The projected facility expenses have been reduced in the new application, with no apparent reduction in the facility requirement. It is unclear where or how this reduction was made. • The budget projections for rent on the facility are not realistic and do not reflect current costs in the Cool Springs area. They also do not seem to include the costs for utilities and custodial work. 		115-119

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The school’s organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school’s success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No strengths noted in the application for this indicator. 		56-59
Concerns/Questions		Page
<ul style="list-style-type: none"> • The application addresses that Responsive Ed will serve as the CMO for the school, but it was unclear as to who would be handling the day to day operations and running of the school locally. Who will do the hiring and evaluating of the staff? And it was unclear as to how they would address employee evaluations when an employee is not meeting expectations. There was no attachment I. 		56-59
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The revised application provided detailed explanation on the functions of the Head of School. • It also indicates they are working with Professional Educators of Tennessee to develop specific classical teacher training and certification. 		120-125
Concerns/ Questions		Page
<ul style="list-style-type: none"> • There is still no organizational chart to outline how the different entities will work together and support this school – ResponsiveED, Del Rey, the Board and the staff/Head Master. 		120-125

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • There were no strengths noted in this section. 		60-62
Concerns/Questions		Page
<ul style="list-style-type: none"> • The professional development was tied to Florida specific requirements as noted on page 60. And there did not appear to be a clearly outlined plan for PD and training of staff prior to opening in August of 2023. In addition, there did not appear to be a budget to conduct this summer training. 		60-62
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The plan includes 20 days of professional development for teachers. 		60
Concerns/ Questions		Page
<ul style="list-style-type: none"> • There was more detail on the twenty days of professional development in preparation for opening of the charter school. They outlined these days explaining how they will identify needs and how they will address them in the 20 days. There was some 		126-131

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.6 INSURANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No strengths were noted for this standard. 		63
Concerns/Questions		Page
<ul style="list-style-type: none"> • There is no attachment J however the application seems to imply they will have insurance. 		63 No Attachment J
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • There were no strengths added based on interview or additional feedback. 		132
Concerns/ Questions		Page
<ul style="list-style-type: none"> • The revised application made no changes relative to the question on coverage for contact sports programs, specifically for middle and high school football, volleyball, soccer and basketball. 		132

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant’s transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No strengths were noted in this section. 		64
Concerns/Questions		Page
<ul style="list-style-type: none"> • The application states they will not provide transportation and will charter buses for extracurricular and school activities. The concern for these is that not providing transportation may put families in poverty in a position to not be able to attend the school and make it difficult for them when they have to pay for the charter bus transportation for school activities. 		64
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The revised application addresses providing transportation to students with an IEP that require transportation. They have added this to the budget to reflect this change. 		133-134
Concerns/ Questions		Page
<ul style="list-style-type: none"> • The revised application provided information about common practices at other Founders schools, they have not provided a plan to provide transportation to students in Williamson County Founders School. • The application states that they would like to provide a classical education to those families that cannot afford it, but without this transportation option, they have not provided an avenue for families that are economically disadvantaged that live far from Cool Springs – i.e. Fairview or Spring Hill. Schools in these communities are also noted in the application as being lower achieving schools that this charter school would help address. 		133-134

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • There were no strengths noted in this section. 		65
Concerns/Questions		Page
<ul style="list-style-type: none"> • They state they are applying for approval as an NSLP but there were no details about how to address the requirements of this in the sites they are currently looking at. There was no clear plan for students who qualify for FRL. 		65
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • There were no strengths added based on interview or additional feedback. 		135
Concerns/ Questions		Page
<ul style="list-style-type: none"> • The revised application did not address any of the concerns noted from first review. 		135

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • There were no strengths noted in this section. 		66-67
Concerns/Questions		Page
<ul style="list-style-type: none"> • There was no clear plan for technology and support of technology for this school. The plan states they would have 40 devices for students - how will these be used? They also did not outline how they would handle health and safety requirements nor did they address a plan for hiring a nurse. 		66-67
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The revised application did state they would hire a nurse when enrollment exceeded 300 students. • They also state they will comply with FERPA • They also show a safety official position in Salary Chart. 		136-138
Concerns/ Questions		Page
<ul style="list-style-type: none"> • There was no clear plan for technology and support of technology for this school. The plan states they would have 40 devices for students - how will these be used? How will they use these 40 devices for state testing? • There is no safety plan submitted. 		136-138

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> • If the school plans to contract with a CMO, the applicant describes the service provider’s educational and management success and the rationale and process for selecting the CMO. • There is a clear division of roles between the board and the CMO. • There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. • If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The plan clearly explains how the applicant selected their CMO and why. • The plan lists the responsibilities of the CMO which include both operational and instructional responsibilities. 		68-71
Concerns/Questions		Page
<ul style="list-style-type: none"> • It was unclear how the management of the school personnel would work. The application states that Responsive Ed employs all school personnel however the Executive Director makes decision for hiring and firing of employees. (page 69) Is there a staff member locally that is responsible for coaching and supervising employees? • The application notes that 12% of BEP would go to Responsive Ed for all admin and operational functions - can this be detailed further. Who is doing what? 		68-71
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The plan clearly explains how the applicant selected their CMO and why. • The plan lists the responsibilities of the CMO which include both operational and instructional responsibilities. The attachment K provides an MOU that defines the responsibilities of ResonsiveED and Del Rey. 		139-142
Concerns/ Questions		Page
<ul style="list-style-type: none"> • The MOU has not been signed by both parties. 		139-142 Attachment K

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no waivers requested.		72-73
Concerns/Questions		Page
<ul style="list-style-type: none"> • There is significant concern that they have not indicated they will file a waiver as they plan to use the Core Knowledge Sequence which presumably needs a waiver from the TDOE. 		72-73
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
		143-145
Concerns/ Questions		Page
<ul style="list-style-type: none"> • The revised application indicates they will request 8 waivers for various items. The rationale provided for these waivers do not seem to give clear rationale for why they should not have to comply with TN state requirements. 		143-145

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization’s stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L). 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No strengths are noted for this standard. 		74
Concerns/Questions		Page
<ul style="list-style-type: none"> • This section is blank and attachment L is not included. 		74 No Attachment L
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No strengths are noted in this section. 		146
Concerns/ Questions		Page
<ul style="list-style-type: none"> • This section is blank and attachment L is not included. 		146

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The leadership team is identified, together with their roles and responsibilities. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No strengths were noted for this standard. 		75-77
Concerns/Questions		Page
<ul style="list-style-type: none"> • There were no details provided nor an attachment M. 		75-77 No attachment M
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No strengths were noted for this standard. 		75-77
Concerns/ Questions		Page
<ul style="list-style-type: none"> • There were no details provided nor an attachment M. 		147-149

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.14 NETWORK GOVERNANCE		
Characteristics of a strong response:		
1) If there is a network board that operates as the main governing body with each school having an advisory committee: <ul style="list-style-type: none"> ▪ Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. ▪ Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely. ▪ Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. ▪ There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s). 		
2) If there will be one governing board for all schools at the local level: <ul style="list-style-type: none"> ▪ Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary). ▪ A copy of the by-laws and organizational chart is included. ▪ There is a clear, thorough plan to transform the board’s membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities. ▪ There is a plan in place for board training as required by Tennessee law. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No strengths were noted for this standard. 		78
Concerns/Questions		Page
<ul style="list-style-type: none"> • There were no details provided for this section. 		78
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No strengths were noted for this standard. 		150
Concerns/ Questions		Page
<ul style="list-style-type: none"> • There were no details provided for this section. 		150

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • There were no strengths noted in this standard. 		79-81
Concerns/Questions		Page
<ul style="list-style-type: none"> • The details were not sufficient to rate this area. 		79-81
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • There were no strengths noted in this standard. 		151-153
Concerns/ Questions		Page
<ul style="list-style-type: none"> • The details were not sufficient to rate this area. 		151-153

SECTION 2 – OPERATIONS PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: The application indicates that there will be an experienced CMO to handle operations.</p> <p>Weaknesses/Questions: The area of most concern is that there is no facility selected at this time. In addition, there were a significant number of areas in this section that were left blank. With the reliance on the CMO for the bulk responsibilities, there is concern that this CMO has not yet managed a school in Tennessee.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: The application indicates that there will be an experienced CMO to handle operations.</p> <p>(If Any) Weaknesses: The following remain significant concerns:</p> <ul style="list-style-type: none"> • The area of most concern is the lack of a specific facility given the current market in Wilco. • In addition, there were a significant number of areas in this section that were left blank. • With the reliance on the CMO for the bulk responsibilities, there is concern that this CMO has not yet managed a school in Tennessee. 		

SECTION 3 – Charter School Financing

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all startup expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant’s internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant’s budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No strengths were noted in this section. 		82 Attachment N and O
Concerns/Questions		Page
<ul style="list-style-type: none"> • The budget is not adequate - more detail is needed as well as additional funding. The budget does not seem to be comprehensive, there were missing items and the contracted services seem to be low as everything seems to be outsourced. 		82 Attachment N and O
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • They provided an audit plan and a budget for that audit plan. • ResponsiveED appears to have financial expertise. • Attachment O provided more detail. 		Attachment N and O
Concerns/ Questions		Page
<ul style="list-style-type: none"> • The revised application does not address the stated requirements of the application but reflects an explanation as to why the TDOE expectations are problematic. • There are not specific details on policies or controls for the budget. • There are concerns about the projected cashflows and when they will be available. • The supplemented document does not match the information in the other documents. 		Attachment N and O

SECTION 3 – Charter School Financing

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No strengths were noted for this standard. 		84-85
Concerns/Questions		Page
There does not seem to be support for the revenue and cost assumptions noted in the application. It is not clear how they are connected to their network plan versus being a stand alone charter school. The budget will need more clarity and to provide more details to understand their financial health.		84-85 No Attachment P
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The revised application provided more detail than previous application in the attachment O. 		156-157
Concerns/ Questions		Page
<ul style="list-style-type: none"> • There is still not attachment P. • There does not seem to be support for the revenue and cost assumptions noted in the application. It is not clear how they are connected to their network plan versus being a stand alone charter school. The budget will need more clarity and to provide more details to understand their financial health. 		156-157 No Attachment P

SECTION 3 – Charter School Financing

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: No strengths were noted in this section of the application.</p> <p>Weaknesses/Questions: Overall the information in this section was vague and did not provide enough specificity. There were too many details missing and not enough clarity throughout.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths: Attachment O provided more detail than previous submission. They outline a clear audit plan that is reflected in the budget.</p> <p>(If Any) Weaknesses: Overall the information in this section was still too vague and did not provide enough specificity. There are still many details missing and not enough clarity throughout.</p>		

SECTION 4 –PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE

Characteristics of a strong response:

- Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator’s schools are high performing and successful (**Attachment Q**).
- Graduation rates are indicative of highly successful strategies (if applicable).
- Applicant selects one or more of the organization’s consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome.
- Applicant selects one or more of the organization’s low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable).
- If the school is operating under another authorizer, the school’s performance report or authorizer evaluation (**Attachment R**) is favorable.
- Latest audit (**Attachment S**) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law.
- The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, **Attachment T**).

Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

NA

Concerns/Questions

Page

NA

Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

NA

Concerns/ Questions

Page

NA



TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide "a standard application format" (TCA 49-13-116), and "scoring criteria addressing the elements of the charter school application" (SBE Rule 0520-14-01-.01(1)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as "Meets or Exceeds the Standard." Evaluators will rate the responses by applying the following guidance:

Table with 2 columns: Rating, Characteristics. Rows include: Meets or Exceeds the Standard, Partially Meets Standard, Does Not Meet Standard.

The State Board of Education has adopted Quality Charter Authorizing Standards in Policy 6.111. Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer "[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school's development, and clear evidence of the applicant's capacity to execute its plan successfully." An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For

an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.11 Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.15 Financial Plan and Capacity: 3.1 through 3.3 Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.12 through 2.15 Financial Plan and Capacity: 3.1, through 3.3 Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) Financial Plan and Capacity: 3.1 and 3.2 Portfolio Review and Performance Record: 4.1

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the “Strengths” area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the “Concerns/Questions” area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.

4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the "Final Application Review" area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the "Final Application Review" area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: Eric Lifsey

Proposed School Name: Founders Classical Academy

Application includes an Executive Summary.


Yes

No

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application describes the vision of instructional program clearly. A strong connection to three of the six purposes of charter schools as found in the T.C.A. The three purposes which provide a good connection are 3,5 and 6.		p.13
Concerns/Questions		Page
While the mission is compellingly stated it is not clear how it can be measured. The explanation of how the school will meet the first purpose of a charter school is not well defined. The first purpose is a critical function of any school, which is to close the achievement gap between high and low performing students. The application does not detail any evidence of success for the innovations and unique features described in the application. Furthermore, a connection to the fourth purpose is clearly lacking as the curriculum has not aligned to Tennessee state standards and therefore the state assessments.		p.13,14 p. 15
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The mission and vision are clear and compelling. More information is included on educating the faculty about Tennessee State Standards and data on the Tennessee Comprehensive Assessment Program.		p. 13
Concerns/Questions		Page
In Founder’s response to our questions, we were provided some data that referenced economically disadvantaged students and a Texas performance rating of “B”. However, there was no clear indication that the achievement gaps were closed. Achievement gap closure continues to be a concern. The application references closing gaps within the Charter school itself. However it does not discuss how it will help close any existing achievement gaps that currently exist.		Post interview response email P.13

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY 		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	x <input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The school wants to make itself available to any student and family which desires a classical education.		p. 16
Concerns/Questions		Page
I have concerns that the primary rationale for location is in high growth area and not on meeting the desire to make classical education available to all who desire. The served population is very broadly described but the demographic data provided does not seem of reasonable size for economically disadvantaged and students with disabilities. In part (e) on p.17 I do not see a compelling rationale that the proposed school will would be more effective than the schools that are currently serving the targeted population.		p. 16-18
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	X <input type="checkbox"/> Does Not Meet Standard
Strengths		Page
During the interview it is clear the school intends to make itself available to all who desire a classical education. The revision details the school wishes to provide a free option to families want an education that emphasis moral character development and western thought which mirrors some of the private school offerings in the area.		Interview p21-24
Concerns/Questions		Page
Beyond selecting an area that is of high growth and the desire to serve families which desire a classical education, the application or follow up interview does not clearly describe a sound rationale for where the school will be located or that it will serve it's targeted population more effectively than schools operating in the area. These concerns still exist in the new application.		Interview and follow up questions. p. 19-25

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The academic focus clearly aligns with the school's mission and vision. Much of the core academic plan is research based.		p.20
Concerns/Questions		Page
The curriculum presented is not currently aligned to Tennessee State Standards. There is no description of the science curriculum in section (c) p.20. Cannot find in the application a detailed description of how the school will remediate students who fall behind and how high performing and gifted students will be challenged and served.		p. 20
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The curriculum is designed to meet the mission and vision and provide a classical education.		p.20 p.26-55
Concerns/Questions		Page
The curriculum has not been aligned to Tennessee State Curriculum standards. The application stated it could take as long as two years to complete the alignment process. The committee responded to this concern in the post interview questions stating the alignment would take place prior to opening. Students at Founders will be taking the state TCAP assessment. This process is critical to be completed prior to opening. There is no way to meet item four on the primary purpose for a charter school. This continues to be a concern. More detail has been provided in the revised application that comes closer to alignment with Tennessee Standards but there is still areas of concern.		Interview and post interview quesitons, p. 14 p.26-39

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Academic goals are rigorous, high, measurable, and set high expectations for student learning. The school does have a screening tool to measure skills and progress. Attendance goals are realistic.		p.25-27
Concerns/Questions		Page
Plan is not clear regarding frequency and time spent on interventions for students who are behind. Tennessee requires a Response To Intervention (RTI) plan for students falling below certain benchmarks on a universal screener. The application does not appear to meet this requirement.		p. 26
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Academic goals are rigorous, high, measurable, and set high expectations for student learning. The school does have a screening tool to measure skills and progress. Attendance goals are realistic. Promotion and retention standards are rigorous and defined.		p. 25-27
Concerns/Questions		Page

A Response To Intervention (RTI) process aligned to Tennessee requirements is not described in the application in a way that demonstrates knowledge of this Tennessee State requirement. [The revision has indicated the school will align to the Tennessee RTI process.](#)

p.26 p.56-65

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE

Characteristics of a strong response:

- The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience.
- There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion.
- The applicant identifies specific ways to transform the existing school culture while respecting the school's history.
- If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues.
- If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.

Initial Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

N/A

Concerns/Questions

Page

N/A

Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

N/A

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Concerns/Questions	Page
N/A	

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE

Characteristics of a strong response:

- The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements.
- The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities.
- The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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The application describes how the school's graduation requirements and resources will ensure students are ready for college or other post-secondary opportunities (section B, p.30). The application describes a system and structure that can address students at risk of dropping out or not meeting graduation requirements.	p.30-31
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Concerns/Questions	Page
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The application does not describe the correct courses or credits required to graduate high school in Tennessee.	p. 29
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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The application describes how the school's graduation requirements and resources will ensure students are ready for college or other post-secondary opportunities (section B, p.30). The application describes a system and structure that can address students a risk of dropping out or not meeting graduation requirements.	p.30-31
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Concerns/Questions	Page
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The follow up questions answered by Founders describes a list of courses that likely meets the Tennessee graduation requirements. However, it doesn't specifically list the math courses students are required to take. It is assumed the courses will match Tennessee requirements. The plan does not meet Tennessee graduation requirements because it left off Algebra II, Lifetime Wellness, and the social studies requirements. It also listed speech and debate for fine arts which is not acceptable for state graduation or college entrance. The revision includes a GPA table, but they will need to also calculate it in a second table according to the Tennessee Uniform GPA rules for eligibility for the Hope Scholarships. On p.69, they reference automatic admission to public universities, but we believe that was copied over from TX and is not relevant to TN. I assumed from the interview process High School courses would match the Tennessee requirements for graduation, but the revision still not match graduation requirements and therefore does not meet the standard.

Post
Interview
questions
p.67-70

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The school will use some utilize internal assessment that are well known such as DIBELS and MAP which can provide valuable data. The application describes training for teachers.		p.32
Concerns/Questions		Page
The application does not describe how the internal assessments will align with Tennessee state standards. The application fails to describe a plan on how teachers will be trained to access and use data to inform instruction.		p.32,33
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The school will utilize internal assessment that are well known such as DIBELS and MAP which can provide valuable data. A training process for teachers in the curriculum is in place.		p.32 Interview responses p. 71-72
Concerns/Questions		Page
While it has been stated that an alignment with Tennessee standards is forthcoming, without this alignment to review it is impossible to say that assessments will be aligned to Tennessee standards. The revision references State Standards will be quizzed but does not describe the method for quizzing or explain how the data analysis will be completed.		Post interview questions p. 71-72
1.8 SCHOOL CALENDAR AND SCHEDULE		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application does explain that enrichment and extra-curricular activities are built into the schedule.		p.34,35
Concerns/Questions		Page
It does not appear that 180 school days are met. No daily schedule is included. Wording is unclear on how tiered interventions or tutoring are built into the daily schedule.		
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Interview clarified that required days of instruction will be provided. Revised application has plans to meet the requirements.		Interview p.73-77
Concerns/Questions		Page
Tiered intervention time is not evident in any provided schedules for middle grades. Compliance with Coordinated School Health standards is not apparent in any provided schedules. Co-curricular activities are not detailed in any of the secondary schedules provided in post-interview response as stated in the original application. Concerns were addressed in the revision.		Post interview question responses p.73-77

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>The application describes a plan for identifying students with disabilities. Application does mention exiting English Learners from ESL services. There are strategies in the application for meeting the needs of gifted students.</p>		p.38
Concerns/Questions		Page
<p>Application does not address Leadership Teams' strong level of experience. Hiring plan is not detailed in the application.</p>		p.36-40
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>The application describes a plan for identifying students with disabilities. Application does mention exiting English Learners from ESL services. There are strategies in the application for meeting the needs of gifted students. After the interview process it is clear there is a good plan to address the needs of students with learning disabilities. A hiring plan was detailed after the interview process, and it appears necessary staff will be hired.</p>		P 36-40 Interview, Post Interview question responses p. 87
<p>Concerns/Questions The follow up questions regarding how gifted students will be served is demonstrates a lack of understanding of gifted education requirements in Tennessee. The revised plan addresses gifted student educational needs.</p>		

1.10 SCHOOL CULTURE AND DISCIPLINE		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights. 		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	X <input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Plan for vision of culture is clear. The plan for sustaining culture is coherent and reasonable.		p.41
Concerns/Questions		Page
Handbook is not aligned to Tennessee Law. Handbook provided is primarily focused on secondary school and there is little information that applies to the elementary level.		Attachment B
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	X <input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The vision of a school culture is clear. The plan for sustaining culture is coherent and reasonable.		p.41
Concerns/Questions		Page
A handbook aligned to Tennessee law and policies was not provided. Post interview said this would not be completed until Charter is approved due to legal costs and scope. It is hard to approve something you can't see. Revised plan still has same concerns and thus only partially meets standard.		Attachment B Post interview question response p. 88-91 B,C

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	X <input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Strengths		Page
A plan is described for recruiting and enrolling students that complies with State Law.		Attachment D
Concerns/Questions		Page
The plan states it will allow students outside of Williamson County to attend school this is contrary to District Policy.		p.44
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
A plan for recruitment is described that appears to comply with State Law.		Attachment D
Concerns/Questions		Page
The plan states it will allow students outside of Williamson County to attend school, this is contrary to District Policy. When asked about this in the interview process the team responded they would comply with District Policy on this. The post-interview response backed away from this statement. Revised plan states it will accept students zoned to WCS and follow best practices for enrollment.		p. 44 Interview, Post-interview response to questions p. 98

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

The applicant has a well-defined plan for informing and educating parents on school policies.		p.47
Concerns/Questions		Page
Why was there no Attachment E in the plan? Evidence is minimal that community feedback is incorporated into the plan.		No Attachment E
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		
The application has a well-defined plan for informing and educating parents on school policies		p. 47
Concerns/Questions		
No Attachment E provided. Attachment has been included and no concerns exist.		No Attachment E Attachment E

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Strengths:

Responsive Education Solutions has operated charter schools in other states with success. The mission and vision of a Classical Education is well stated and has appeal in the area. There is a clear vision for the culture and academic expectation amongst staff and students. The core curriculum resources are well developed and of known quality. The application acknowledges the needs of special populations and has a plan for servicing students with disabilities.

Weaknesses/Questions:

Much of the application lacks details necessary to answer the rubric. The academic plan does not describe how it is aligned to Tennessee State Standards. This is problematic for RTI, Assessment, and graduation requirements. It seems the application is aligned more with Texas standards and laws and not updated to align with Tennessee standards and law.

Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths:

Responsive Education Solutions has operated charter schools in other states with success. The mission and vision of a Classical Education is well stated and has appeal in the area. There is a clear vision for the culture and academic expectation amongst staff and students. The core curriculum resources are well developed and of known quality. The application acknowledges the needs of special populations and has a plan for servicing students with disabilities. **The revised plan adequately addressed the deficient sections of the rubric that were identified in the initial review.**

(If Any) Weaknesses:

Much of the application lacks details necessary to answer the rubric. The academic plan does not describe how it is aligned to Tennessee State Standards. This is problematic for RTI, Assessment, and graduation requirements. It seems the application is aligned more with Texas standards and laws and not updated to align with Tennessee standards and law. **Concerns still exist regarding alignment to Tennessee Standards. High School graduation requirements will have to be addressed or the school will not be able to graduate its student body.**

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE

- Characteristics of a strong response:
- The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials.
 - The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise.
 - The applicant provides for initial and ongoing board training as required by law.
 - There is a clear, fair, and transparent process for hearing and handling complaints.
 - Governance documents (**Attachments F1-F7**) are complete and align with state laws and district policies.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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Board structure is likely to ensure effective oversight of school performance, operations, and financials. Initial board members offer a wide range of experience. A Board training plan is described as required by law.	p. 50
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The Standards the Board will use to oversee school performance is described but it is not included in the application. This would be good to have seen. Current evaluation tools in Tennessee are public record and this should be included. While initial board members have a wide range of experience, I do be wonder why all board members will not be a resident of Williamson County? The grievance process is mentioned that it will exist, but it is not detailed therefore not clear or transparent and cannot be judged on clearness.	p. 49-50
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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Board structure is likely to ensure effective oversight of school performance, operations, and financials. Initial board members offer a wide range of experience. A Board training plan is described as required by law. Board members have changed but still seem likely to ensure effective oversight.	p.50 p. 111
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Concerns/ Questions	Page
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The Standards the Board will use to oversee school performance is described but it is not included in the application. This would be good to have seen. Current evaluation tools in Tennessee are public record and this should be included. While initial board members have a wide range of experience, I do be wonder why all board members will not be a resident of Williamson County? The grievance process is mentioned that it will exist, but it is not detailed therefore not clear or transparent and cannot be judged on clearness. I did not see where these concerns were addressed in the revision and they have not changed.	p.49-50 p. 110-111
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2.2 START-UP PLAN

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Applicant acknowledges that facility requirements are the biggest challenge to success at this point. A detailed timeline is included in the plan.		Page 51
Concerns/Questions		Page
The plan included does not appear to set a realistic timeline to secure a location for premises or to be able to modify premises to meet the needs of a fully functioning school in the proposed area. Four years to fully implement the curriculum will leave students unable to show proficiency in State tests. In the previous section there were concerns about the timeline to align the curriculum to Tennessee State Standards and associated TCAP test.		Page 51-52 Interview
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Applicant acknowledges that facility requirements are the biggest challenge to success at this point. A detailed timeline is included in the plan.		Page 51 p. 112
Concerns/ Questions		Page
Responses to FFE concerns assumes that ResponsiveED will be able to resolve any FFE shortfalls. Start-up budget does not provide the level of detail required to determine sufficiency particularly with respect to initial facility needs. Curriculum alignment still a concern.—These concerns still exist. This is a major hurdle for the Charter School to overcome. The revised plan is tough to judge due to changing and growing real estate market in Williamson County.		Interview and post-interview questions p.113.

2.3 FACILITIES

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application indicates ResponsiveEd has experience in other states providing for adequate learning space.		Page 54
Concerns/Questions		Page
The plans and proposed properties do not seem to provide for sufficient space for the educational program and student population. The proposed sites do not appear to align with budget and current pricing of property in the area. The contingency plan is very broad and assumes conditions will allow for leasing or installation of temporary spacing.		Page 53-55
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application indicates ResponsiveEd has experience in other states providing for adequate learning space. Interview revealed furniture and other classroom items can be met by items already owned by ResponsiveED and do not need to rely on new purchases. Revised application reinforces the reliance on ResponsiveED’s inventory and ability to supply furniture and classroom items and one of the Board Members has a degree in interior Architecture.		Page 54 Interview p. 117
Concerns/ Questions		Page
Interview did not provide clarity on the facility requirements asked for in paragraph (a) of Section 2.3. Financing plan will rely on fundraising for start up plans. Source of this fundraising was not divulged in interview process but will rely on donations. The budget numbers for enrollment did not seem accurate or realistic for current conditions. Revised application does not provide realistic figures for the cost of space per square footage. Finding appropriate space in the target area for projected costs do not seem reasonable.		Interview and post-interview question responses p. 115-19

2.4 PERSONNEL/ HUMAN CAPITAL

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The school’s organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school’s success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>ResponsiveEd has a network and experience in hiring and staffing charter schools in other states. Salary Ranges for teachers are competitive for teachers with under 10 years experience and no advanced degrees, this is likely to help with initial staffing. Staffing projections appear robust and aligned with educational program.</p>		p. 58
Concerns/Questions		Page
<p>No detailed Org Chart provided in Attachment G or H. Personnel policy not included.</p> <p>P56(b): In paragraph (a) you state that Del Rey will hire the ExDir, but in paragraph (b) you state that ResponsiveED will do the search for the school’s Headmaster. Who is the hiring authority? What experienced Williamson County Educators and Instructional Leaders will be involved in this selection process?</p> <p>It is very hard to differentiate who will be in charge of running the school on a day-to-day basis. How much local decision making will be allowed and how much will need to emanate from Texas. This seems cumbersome to running a school.</p>		Page 56-59
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>Salary Ranges for teachers are competitive for teachers with under 10 years experience and no advanced degrees, this is likely to help with initial staffing. Staffing projections appear robust and aligned with educational program.</p>		p.58
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Post interview there is still a concern on who will be hiring the teaching staff and how much direct input the Head of School will have on these critical positions. Revised application does not answer this concern.</p>	<p>p. 57 Interview and post interview question responses p. 120-125</p>
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2.5 PROFESSIONAL DEVELOPMENT

Characteristics of a strong response:

- Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement.
- The applicant proposes a thoughtful plan for professional development to address special and diverse populations.
- The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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<p>Time allotted for PD is and training is very reasonable and should positively impact student achievement.</p>	<p>p. 60</p>
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Concerns/Questions	Page
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<p>Section (e) of the application on page 61 is not very well developed and raises a concern for the level awareness among staff for inclusiveness and cultural sensitivity. Not enough detail on how training of teachers will be conducted for students with disabilities that require an IEP.</p>	<p>Page 60-62</p>
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Final Application Review

<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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<p>Time allotted for PD is and training is reasonable and should positively impact student achievement. Questions regarding special education training were answered satisfactorily in the interview process.</p>	<p>p. 60 Interview</p>
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Concerns/ Questions	Page
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SECTION 2 – OPERATIONS PLAN AND CAPACITY

Interview responses regarding questions of diversity and inclusiveness were lacking depth and did little to ease concern for this population. The revised application addresses PD for ELL and gifted in a more robust manner however is silent on PD for students with disabilities.	Interview p. 126.
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2.6 INSURANCE

Characteristics of a strong response:

- The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers’ compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage.
- The insurance company letter (**Attachment J**) confirms that required coverage will be provided upon approval of the charter school application.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

The coverage amounts shown on page 63 appear to be consistent with what WCS requires of district contractors.	Page 63
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Concerns/Questions **Page**

Nothing provided in Attach J Insurance coverages for teachers is part of the compensation package it is hard to tell if this impact recruiting and hiring. The coverages are detailed in this section. The term “competitive” is too vague and therefore this issue cannot be adequately considered. Not clear if athletics will be offered and therefore additional coverage cannot be determined as needed upon initial review.	Page 63
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

The coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors.	Page 63
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Concerns/ Questions **Page**

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Founders does plan to offer sports but will not offer sports with high rates of concussions. This would impact insurance coverages. Lack of information on teacher insurance is still a concern not only in regards to operations but also due to a possible lack of competitiveness in staffing. No substantive changes identified in this section.	Interview p.132
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2.7 TRANSPORTATION – IF APPLICABLE

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant’s transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.
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Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

No evidence to support a strength.	p.64
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Concerns/Questions **Page**

Since transportation is not provided, it is doubtful the school will attract an economically disadvantaged student to the campus	p. 64
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

No evidence to support a strength. Revised application does address transportation with students whose IEP require it.	p.64 p.133-134
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Concerns/ Questions **Page**

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Since transportation is not provided, it is doubtful the school will attract an economically disadvantaged student to the campus. Revised plan still does not include transportation which will not likely make the school available students with economic disadvantages.</p>	<p>p. 64 p. 133-34</p>
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S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths	Page	
The application does recognize there are National School Lunch Standards and familiarity with CNP and USDA standards.	p.65	
Concerns/Questions	Page	
The plan is too vague. Many other sections of the application do not reflect the need for food service. The budget lacks necessary line items, the facilities descriptions do not reference the need for food prep/storage areas, and the human capital section does not adequately address the staff needed to oversee lunch even when provided from an outside vendor.	p. 65	
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths	Page	
The application does recognize there are National School Lunch Standards and familiarity with CNP and USDA standards.	p. 65	
Concerns/ Questions	Page	
Interview responses did little to answer concerns regarding free and reduced lunch requirements, building specifications, or even staffing needs to handle food service. This is clearly an area of weakness in the application. Revised plan did address these concerns.	Interview p. 135	

2.9 ADDITIONAL OPERATIONS

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>Basic understanding of school safety measures are referenced in section (d) as well as the understanding that required safety drills are necessary. The application references a safety official position in the Salary Ranges chart on Page 58.</p>		<p>p. 66 p.58</p>
Concerns/Questions		Page
<p>Technology Support information is completely absent from the application. Student management system is not detailed in the application. The application did not provide any information on Health & Nursing. Budget shows no funds budgeted for Health Services or Coordinated School Health. A nurse is vaguely mentioned in the human capital section of the application. No explanation of the role of the school safety official provided in application as referenced on p. 58 Maintenance program does go beyond custodial. How will mechanical systems be maintained?</p>		<p>p. 66-67</p>
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>Basic understanding of school safety measures is referenced in section (d) as well as the understanding that required safety drills are necessary. The application references a safety official position in the Salary Ranges chart on Page 58. Skyward is identified as potential student management system in interview which would easily communicate with District and State platforms.</p>		<p>p. 58 Interview</p>
Concerns/ Questions		Page
<p>The lack of a technology plan is concerning. The State of Tennessee requires much of its assessment testing to be done on-line. Only 40 computers for over 1,000 students does not prepare them for this testing. The interview process did change concerns regarding Health and Nursing and cast a question on whether the school will accept students with health limitations. Revised application indicated a Nurse will be hired. Technology plan was not addressed in the revised plan and still seems woefully inadequate.</p>		<p>p. 66-67 p. 136-38</p>

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> • If the school plans to contract with a CMO, the applicant describes the service provider’s educational and management success and the rationale and process for selecting the CMO. • There is a clear division of roles between the board and the CMO. • There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. • If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application indicates ResponsiveED and Del Rey Education have strong records of performance. The rationale for selecting the CMO is clear in the application.		p. 68
Concerns/Questions		Page
The division of roles amongst DelRay Education and ResonsiveEd are not clear. It is also not clear how conflicts between the two organizations will be handled should it arise. At least I do not see it detailed in this section. Attachment K is only two pages with lists of topics and functional areas. No details are provided on budget allocations to those areas. So WCS is unable to evaluate.		p. 68-71
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application indicates ResponsiveED and Del Rey Education have strong records of performance. The rationale for selecting the CMO is clear in the application.		p. 68
Concerns/ Questions		Page
After the interview process it is difficult to understand how this mixed structure of local Headmaster-ResponsiveED-Del Rey Education will function and who will be running the school on a day-to-day basis. Who has authority and accountability for the curriculum and performance? No budget details of the allocation of funds into functional areas that we can use to evaluate the application. Attachment K explains the relationship between the school and ResponsiveEd and clarifies better how the two will function.		Interview attachment K

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law. 		
Initial Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Application indicates no waivers are requested.		p. 72
Concerns/Questions		Page
No concerns		
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
No waivers requested.		p. 72
Concerns/ Questions		Page
The interview response indicates that Core Knowledge Sequence will be used and is currently in use by 11 charter schools in Tennessee. However, those schools required waivers to use Core Knowledge Sequence, so Founders will need to seek waivers. It is Clear core Knowledge waivers are available it is assumed necessary waivers will be sought and granted. Revised plan references waiver for instructional material on p.144.		Interview p. 144

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY
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S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L). 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None found.		p. 74
Concerns/Questions		Page
No Attachment L provided.		p.74
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None Found.		p. 74
Concerns/ Questions		Page
<p>No Attachment L provided.</p> <p>Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.</p> <p>Nothing changed in revised application.</p>		p. 74, post interview response

2.13 NETWORK MANAGEMENT

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response:

- The leadership team is identified, together with their roles and responsibilities.
- As **Attachment M**, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization.
- The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network.
- The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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None found.	p. 75-77
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Concerns/Questions	Page
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There is no Attachment M in the application.	p. 75-77
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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None found.	p. 75-77
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Concerns/ Questions	Page
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No Attachment M in the application. Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school. Nothing changed in revised application.	p.75, post interview questions
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2.14 NETWORK GOVERNANCE

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response:

1) If there is a network board that operates as the main governing body with each school having an advisory committee:

- Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network.
- Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely.
- Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools.
- There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s).

2) If there will be one governing board for all schools at the local level:

- Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary).
- A copy of the by-laws and organizational chart is included.
- There is a clear, thorough plan to transform the board’s membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities.
- There is a plan in place for board training as required by Tennessee law.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
None found.	p. 78

Concerns/Questions	Page
This section was not completed in the application, but extensive reliance of Del Rey and ResponsiveEd networks is evident in other sections of the application. Why wasn’t presented in the section?	p. 78

Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
No strengths found.	p. 78

Concerns/ Questions	Page
Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school. Nothing changed in revised plan.	p. 78. post interview questions

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS

Characteristics of a strong response:

- Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school’s success.

Initial Application Review

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None found.		p. 79-81
Concerns/Questions		Page
This section was left blank when reliance of Del Rey and ResponsiveEd networks is evident in other parts of the application.		p. 79-81
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None found.		p. 79-81
Concerns/ Questions		Page
The section was left blank. Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school. Nothing changed in revised plan.		p. 79-81, interview questions

SECTION P CAPACITY
2 OPERATIONS LAN AND

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <p>Board structure is likely to ensure effective oversight of school performance, operations, and financials. Initial board members offer a wide range of experience. A Board training plan is described as required by law. The applicant acknowledges that facility requirements are the biggest challenge to success at this point. A detailed timeline is included in the plan for planning and opening of the school. The application indicates ResponsiveED and Del Rey Education have strong records of performance. The rationale for selecting the CMO is clear in the application. The partnership with ResponsiveEd will give the school access to furniture without the need to wait on delivery times. ResponsiveEd has a network and experience in hiring and staffing charter schools in other states. Salary Ranges for teachers are competitive for teachers with under 10 years experience and no advanced degrees, this is likely to help with initial staffing. Staffing projections appear robust and aligned with educational program. In regards to the teacher training, the time allotted for PD is and training is very reasonable and should positively impact student achievement.</p> <p>In regards to insurance the coverage amounts shown on page 63 appear to be consistent with what WCS requires of district contractors.</p> <p>The application does recognize there are National School Lunch Standards and suggest familiarity with CNP and USDA standards.</p> <p>Basic understanding of school safety measures is referenced in the application as well as the understanding that required safety drills are necessary. The application references a safety official position in the Salary Ranges chart.</p> <p>Weaknesses/Questions:</p> <p>The weaknesses are substantial and mainly center around incomplete details in the application, failure to align the application and curriculum with Tennessee State Standards and requirements. Furthermore, a lack of understanding of the community as it relates to acquiring a building and attract the targeted demographic to the school are evident in the application.</p> <p>The application only solidly connect to half of the primary purposes of charter school and two of the purposes that are missing are the most impactful to the students themselves.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard

Strengths:

Board structure is likely to ensure effective oversight of school performance, operations, and financials. Initial board members offer a wide range of experience. A Board training plan is described as required by law. The applicant acknowledges that facility requirements are the biggest challenge to success at this point. A detailed timeline is included in the plan for planning and opening of the school. The application indicates ResponsiveED and Del Rey Education have strong records of performance. The rationale for selecting the CMO is clear in the application. The partnership with ResponsiveEd will give the school access to furniture without the need to wait on delivery times. ResponsiveEd has a network and experience in hiring and staffing charter schools in other states. Salary Ranges for teachers are competitive for teachers with under 10 years experience and no advanced degrees, this is likely to help with initial staffing. Staffing projections appear robust and aligned with educational program. In regards to the teacher training, the time allotted for PD is and training is very reasonable and should positively impact student achievement.

In regards to insurance the coverage amounts shown on page 63 appear to be consistent with what WCS requires of district contractors.

The application does recognize there are National School Lunch Standards and suggest familiarity with CNP and USDA standards.

Basic understanding of school safety measures is referenced in the application as well as the understanding that required safety drills are necessary. The application references a safety official position in the Salary Ranges chart.

(If Any) Weaknesses:

The weaknesses are substantial and mainly center around incomplete details in the application, failure to align the application and curriculum with Tennessee State Standards and requirements. Furthermore, a lack of understanding of the community as it relates to acquiring a building and attract the targeted demographic to the school are evident in the application.

The application only solidly connect to half of the primary purposes of charter school and two of the purposes that are missing are the most impactful to the students themselves.

The organizational structure between DelRay Education, Responsive Ed, and the Head of School is still unclear as to who is actually in charge of the school and will be making the day to decisions about running the educational program. It is further unclear how the DelRay Education and ResponsiveEd will handle any conflicts of interests between the two organizations. *While there were some improvements in the revised application, little significantly changed in this revised application to indicate they have partially met the rubric.*

SECTION P CAPACITY

Characteristics of a strong response:

- The budget worksheet (**Attachment N**) contains reasonable assumptions and budget numbers that reflect all startup expenses.
- The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits.
- Sound criteria and procedures are in place for selecting contractors for any administrative services.
- There is a high level of financial expertise amongst the applicant's internal and external team members.
- The start-up and five-year operating budgets are complete, realistic and viable.
- The applicant's budget narrative (**Attachment O**) clearly explains and supports all revenue and cost assumptions.
- The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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<p>A budget worksheet was included in the application. DeRay does intend to outsource financial management to ResponsiveEd. This should be a strength given the ResponsiveEd's background with Charter schools in Texas.</p>	Attachment O
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Concerns/Questions	Page
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<p>The investment in computers and technology is not sufficient to meet the State requirements for online testing. No financial expertise seemed apparent on the school design team. The contracted services expenses seem low for SPED services and social emotional services. Network budget seems vastly underfunded compared to what WCS does. Yr 2-5 Budget anticipating to find facility for \$20-\$25 per SF. This is not realistic based on our similar search efforts in the Cools Springs area last year.</p>	Attachment N and O
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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<p>The partnership with ResponsiveEd should provide financial expertise in the applicant's external financial team.</p>	Interview
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Concerns/ Questions	Page
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<p>Responses in the interview process did not resolve concerns about lack of sufficient start-up funds, particularly for facilities and operations needs such as computer infrastructure or the ability to secure appropriate facilities. The interview process revealed the expectation that philanthropy and bond issues will solve funding shortfalls. But no source of such philanthropy was identified. Attachment N still does not meet the application requirements. There seems to be a lack of budget for student technology. There continues to be a lack of detail regarding food service both in delivery and in the budget process.</p>	Interview process Attachment N
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3 – FINANCIAL LAN AND

3.3 NETWORK FINANCIAL PLAN

SECTION P CAPACITY

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None found.		Attachment P
Concerns/Questions		Page
The applicant did not provide a detailed description of the fiscal health of other schools in the network. The cost and revenue figures presented do not seem to be supported by the current economic climate in Williamson County. No attachment P.		Attachment P
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None found.		Attachment P
Concerns/ Questions		Page
As in Sections 2.12-2.15, no network plan is presented although Founders will clearly depend on the ResponsiveED and Del Rey Education networks for significant portions of starting and running this school. No response was provided to our specific question about this, so we have no detailed information to evaluate. Interview questions indicated that fund raising would be relied upon for start up and any short falls in the budget. No attachment P provided.		Interview process Attachment P

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: The hiring of ResponsiveEd for financial expertise may help provide the applicant the services to manage the necessary financial operations of the school.</p> <p>Weaknesses/Questions: Responses in the interview process did not resolve concerns about lack of sufficient start-up funds, particularly for facilities and operations needs such as computer infrastructure or the ability to secure appropriate facilities. The interview process revealed the expectation that philanthropy and bond issues will solve funding shortfalls. But no source of such philanthropy was identified.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: A budget worksheet was included in the application. DelRay does intend to outsource financial management to ResponsiveEd. This should be a strength given the ResponsiveEd’s background with Charter schools in Texas.</p> <p>(If Any) Weaknesses: Responses in the interview process did not resolve concerns about lack of sufficient start-up funds, particularly for facilities and operational needs, such as: computer infrastructure or the ability to secure appropriate facilities. The interview process revealed the expectation that philanthropy and bond issues will solve funding shortfalls. But no source of such philanthropy was identified.</p>		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE

Characteristics of a strong response:

- Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator’s schools are high performing and successful (**Attachment Q**).
- Graduation rates are indicative of highly successful strategies (if applicable).
- Applicant selects one or more of the organization’s consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome.
- Applicant selects one or more of the organization’s low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable).
- If the school is operating under another authorizer, the school’s performance report or authorizer evaluation (**Attachment R**) is favorable.
- Latest audit (**Attachment S**) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law.
- The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, **Attachment T**).

Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

None Found.

p. 86-87

Concerns/Questions

Page

No data provided

p. 86-87

Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

None found.

p. 86-87,
post
interview
response

Concerns/ Questions

Page

Data was provided from only one of the many schools that have been operating in Texas. Presumably this was the best example. More data would be necessary to conclude the operator’s schools are high performing and successful.

p. 86-87,
post
interview
response



TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide “a standard application format” (TCA 49-13-116), and “scoring criteria addressing the elements of the charter school application” (SBE Rule 0520-14-01-.01(1)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as “Meets or Exceeds the Standard.” Evaluators will rate the responses by applying the following guidance:

Table with 2 columns: Rating, Characteristics. Rows include: Meets or Exceeds the Standard, Partially Meets Standard, Does Not Meet Standard.

The State Board of Education has adopted Quality Charter Authorizing Standards in Policy 6.111. Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer “[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.” An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For

an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.11 Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.15 Financial Plan and Capacity: 3.1 through 3.3 Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.12 through 2.15 Financial Plan and Capacity: 3.1, through 3.3 Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) Financial Plan and Capacity: 3.1 and 3.2 Portfolio Review and Performance Record: 4.1

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the “Strengths” area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the “Concerns/Questions” area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.

4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the "Final Application Review" area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the "Final Application Review" area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: Angela Mull

Proposed School Name: Founders Classical

Application includes an Executive Summary.

Yes

No

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Founders appear to be very dedicated to a classical approach. UPDATE: The revision does now state that teachers will understand Tennessee State Academic Standards and review recent TCAP data.		13
Concerns/Questions		Page
Mission isn't measurable; connection to the purpose isn't clear; missing description of achievement gaps The statement "moral character" appears to be based on the ideal of a small group What is missing in Williamson County Schools that your model addresses. WCS is fully aligned with state standards what areas are missing in WCS that you feel are not addressed in WCS.		13
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
True to their classical approach to education.		13
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Interview and Post-Interview responses did not resolve the question of what deficiencies in WCS performance will this school resolve.	
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1.2 ENROLLMENT SUMMARY

- Characteristics of a strong response:
- The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools.
 - The applicant provides a sound rationale for selecting the community where the school will locate.
 - The enrollment summary and demographics charts are complete and contain reasonable enrollment projections.
 - For existing operators, the use of different enrollment practices is clearly explained.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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None determined	
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Concerns/Questions	Page
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<p>You stated that your site location goal is to serve students from families who desire a robust academic environment of the highest of standards. How is that different from what WCS now offers our students?</p> <p>You state that you want to locate the school in a current high-growth area so it is accessible to a broad range of families and can alleviate some of the demand for WCS growth. How does providing a school for 1,028 students from across the district alleviate our demand?</p> <p>You site an anticipated enrollment of 1,028. The budget template shows 1,128. The response to question 2.3(b) uses 950 students for budgeting purposes. What is the actual enrollment target?</p> <p>You state that WCS's 3rd Grade ELA proficiency went down 7% over the pandemic, and our ED and Black students saw declines. How does your targeting the Cool Springs, Berry Farms, and Nolensville areas help with those sub-population groups?</p> <p>You state you will service underserved ED families it is likely they will need transportation in order to participate in your school. Will you provide transportation for those families who will probably not live close to your campuses.</p>	16-18
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Concerns/Questions	Page
They desire more emphasis on Western thought and “moral character”.	16-18

1.3 ACADEMIC FOCUS AND PLAN		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The school’s academic focus aligns with the school’s mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school’s academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students’ academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator’s existing schools and a strong rationale for these variances. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None determined		
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Unable to determine if curriculum is aligned with State of TN standards		19-24
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None determined		19
Concerns/Questions		Page
The focus described does align with the mission and vision and much of the plan is research-based		20

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None determined		
Concerns/Questions		Page
Unable to determine baseline data for academic goals and understanding of TN State educational standards not apparent		25-27
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Post-Interview response indicated that remedial opportunities will be available as necessary.		25-27
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

<p>Post-Interview response includes after-hours tutoring support opportunities such as after school and Saturday School sessions periodically for those needing remediation. However, this does not appear to be in accordance with Tennessee state requirements to be done during the school day. Post-Interview response did not clarify where the presented baseline data came from.</p> <p>UPDATE: There is an aligned process. They do have rigor but the goas are very unrealistic.</p>	
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		

Concerns/Questions		Page
N/A		

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE

Characteristics of a strong response:

- The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State’s requirements.
- The applicant clearly and persuasively explains how the school’s graduation requirements will ensure student readiness for college or other postsecondary opportunities.
- The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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None determined	
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Concerns/Questions	Page
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Do high school course requirements meet the state graduation requirements or college admission requirements? What is "accelerated instruction" and when it will take place for students at-risk of not meeting graduation requirements.	29-31
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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The revision explains that transcripts will be in the student achievement record and information will be tracked in accordance with Tennessee statute.	
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Concerns/Questions	Page
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

<p>Responses did not resolve the question of high school course requirements meeting Tennessee graduation requirements. Did not clearly outline the accelerated instruction plan for at-risk students</p>	<p>29</p>
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None determined		
Concerns/Questions		Page
Will assessments be aligned to TN State Standards and how will you ensure that? Assessments listed in handbook are not to the state of TN but to TX No detailed plan to train teachers in analyzing data for proper instruction		32
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None determined		
Concerns/Questions		Page
The revision includes State Standards spot quizzes but does not offer a deeper explanation of that component of the assessment plan and how they align. Some assessments listed on p.71 may not align to TN State Standards. The application does not explain which web-based platform would be used and it does not clearly explain how that data will be analyzed in Dallas.e standards		32

1.8 SCHOOL CALENDAR AND SCHEDULE

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Annual Calendar included		Attachment A
Concerns/Questions		Page
Missing detailed daily schedule by grade to see core subject instructional time. Can you please provide that? Need to see school instructional time allowing 174 days We can't see that tutoring and tiered interventions are built into the schedule How are all teachers available for academic tutoring during the elementary school day? Why is summer school only available to K-2 students? Focus of Saturday school focused on prior year state assessment needs more details or explanation. Did not address anticipated resource and staffing needs for Saturday School, summer school and after school.		34-35
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Student schedules from other charters were included as examples. Revised application includes plans to meet requirements.		
Concerns/Questions		Page
Responses not adequate to suggest standards are met		34-35

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
They do describe an identification process for students Had plan for exiting English Learners from ESL services Strategies were listed for meeting needs of gifted students		38-39
Concerns/Questions		Page
Serious concerns about lowering expectations for high concentrations of at-risk students No plan for exiting students from services for students with disabilities Not seeing strategies for meeting needs of students with disabilities to access the general education curriculum		39
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None determined		

1.10 SCHOOL CULTURE AND DISCIPLINE

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Strengths			Page
Vision for culture is stated			41
Concerns/Questions			Page
Handbook is extremely long/comprehensive, but refers to Texas laws throughout – needs to be aligned to TN to be legally sound Handbook information contradicts some info in the application (e.g. Algebra II and Texas assessments) Please align and update the handbook to TN so we can evaluate per the rubric. Saturday School in the Handbook is described for discipline, but earlier in the application it was an academic intervention. Handbook is very much focused on secondary schools and not as relevant to elementary Attachment C is in a completely different format than the handbook and contains alignment to Texas law What happens to students expelled from the Charter?			Attachment B&C
Final Application Review			
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard	
Strengths			Page
Vision clearly stated			41
Concerns/Questions			Page
Responses not adequate to suggest TN standards are met UPDATE: No change apparent			Attachment B&C

1.11 RECRUITMENT AND ENROLLMENT			
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant’s enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant’s student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners. 			
Initial Application Review			
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard	
Strengths			Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Plan for recruitment is clear		43 Attachment D
Concerns/Questions		Page
There does not seem to be equal opportunity for lower achieving students, students with disabilities or families with economic hardships		44
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Enrollment policy complies with state law		43 Attachment D
Concerns/Questions		Page
There does not seem to be equal opportunity for lower achieving students, students with disabilities or families with economic hardships		43-44 Attachment D
Are students from adjacent counties allowed to be a part of this school? UPDATE: Plan outlined for outreach for recruiting families		

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

None determined		
Concerns/Questions		Page
Application did not show how they would garner support from community and community partners		46
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		
Attachment E included		
Concerns/Questions		
Application did not show how they would garner support from community and community partners		

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Strengths:

None determined

Weaknesses/Questions:

As presented in the application and followed up on in the interview, the plan does not align with TN testing standards or graduation requirements. Nothing speaks to what this school would provide that Williamson County Schools dont already provide.

Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths:

None determined

(If Any) Weaknesses:

As presented in the application and followed up on in the interview, the plan does not align with TN testing standards or graduation requireme speaks to what this school would provide that Williamson County Schools dont already provide.

UPDATE: No significant change in my observation of revised application

nts.

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The initial Board composition appears to have sufficient experience in the fields indicated and commits to annual board training.		50
Concerns/ Questions		Page
Qualifications: Bylaws Article III, section 3 indicates that Board members are not required to be residents of Williamson County. Why is that the case? How is local decision-making supported without the Board being a part of the community and understanding community concerns more fully? Code of Ethics (Attachment F4, Paragraph 2) mentions “sexual orientation” as a non-discrimination characteristic for students, but specifically leaves it out from the paragraph for educators. Why are the paragraphs for students and educators identical except for that one classification? Enrollment (Attachment D, Exceptions): It appears you intend to enroll students who do not reside in Williamson County, is that correct? If a target is to provide a classical education to economically disadvantaged students, why is a transportation plan that would get ED students to school a missing part of the application?		49
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The initial Board composition appears to have sufficient experience in the fields indicated and commits to annual board training. UPDATE: The revised submission expanded on the process for addressing complaints to the Board, and removed or added three people on the Board. But no other substantial changes were made.		50
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>"Sexual orientation" is not listed as a qualifying non-discrimination characteristic in the Bylaws (Attch F3) and Code of Ethics (Attch F4 - Code of Conduct) Founders thought it was an oversight, however it is not listed in other documents, and in the same page of the Code of Ethics the term was missing in one paragraph but not in another...</p> <p>Founders Williamson County residency requirement remains unclear. WCS Board Policy requires students to be residents of Williamson County or pay a tuition charge.</p>	
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2.2 START-UP PLAN

Characteristics of a strong response:

- The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget.
- The applicant adequately addresses potential challenges.
- For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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Recognizes that facility requirements are the biggest challenge to success at this point.	51
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Concerns/Questions	Page
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<p>Challenges: It is not clear if the contingency sites will be available or adequate.</p> <p>Are you currently searching for a school site?</p> <p>What sites have you identified as potential areas?</p> <p>You list two back-up plan sites in the Cool Springs area, but one is 40K-80K per square foot. Neither have land for playgrounds or athletic fields. How much renovation/modification is going to be required?</p> <p>Does that site have space for age-appropriate playgrounds and athletic fields?</p> <p>Do you have a design consultant helping you with site selection, design of changes, jurisdictional and SFMO approvals, and construction oversight other than Mr. Haas, ResponsivED, and Del Rio?</p> <p>There are four months for FFE purchase and delivery. Do you have a supplier that can meet that timeline given current supply chain issues? Paragraph 2 states that many teachers are not equipped to teach in a classical school. Given the already difficult teacher shortage, how can you be sure you will get the caliber teachers you will need?</p> <p>Under Academics expectations, it is stated that it can take up to four years to fully implement the classical teaching methods. Is that every year for incoming students or just the initial start up of the school?</p>	51-52
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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SECTION 2 – OPERATIONS PLAN AND CAPACITY

Recognizes that facility requirements are the biggest challenge to success at this point.	51
Concerns/Questions	Page
Previous concerns remain. Post-interview responses to FFE concerns assume that ResponsiveED will solve any FFE shortfalls. Start-up budget does not provide the level of detail required to determine sufficiency particularly with respect to initial facility needs. Update: Did not find concerns addressed post-interview	51

2.3 FACILITIES

- Characteristics of a strong response:
- Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget.
 - The applicant demonstrates expertise in facilities acquisition and management, either internal or external.
 - The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility.
 - The applicant has identified a realistic facility contingency plan.

Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard

Strengths		Page
Applicant states ResponsiveED’s facilities group has a strong record of finding and operating adequate facilities.		54

Concerns/Questions		Page
<p>-Anticipated enrollment of 1,028 is shown on P17, but your budget template shows 1,128 by Yr-5. Your response to item 2.3(b) says 950 students. Which is it? - \$1.3M/yr on facility – after purchase/build? (p53). Budgeting \$2M+/yr (p210)</p> <p>- Charter Approval in Apr '22, thus, 16-mos to get a facility ready for school – with no current design in-place. -P53(a): Describe Your Facility Needs: The response template asks you to describe the number of classrooms, SF/Classroom, Classroom types, SF per of additional school space such as science labs, art rooms, auditorium, main office, etc. Your submission didn’t do that, why? How do you know what you’re looking for? -What is the classroom sizes (students per grade) you are planning for?: -Budget (P210) shows the need for 36 classrooms to start K8 in Yr-1 with 728 students (20 Students/CIRm), ramping up to 52 classrooms K12 by Yr-5 with 1,128 Students (21.7 Students/CIRm.) So, at 34SF/Student x 21.7 Students per room = 738SF/CIRm. So, 738SF/CIRm x 52 CIRms = 38.4KSF net just for classrooms? At 20% for ancillary spaces (hallways, restroom, MEP closets,..) the need is 46.1KSF just for classroom wings. Other needs such as Café, Gym, Media, Office/Clinic, Storage, etc., are not addressed. SPED classroom needs are not addressed. Facility vs. Proposed Budget: You state that your proposed budget is trying to keep facility expenses under 15% of the anticipated state budget of (\$9M/yr = \$9.5K/student x 950 Students) thus \$1.35M/yr. Given the current cost of construction now in WilCo (\$271/SF for schools x 85KSF = \$23M or all of the first 2.4-years of state funds) just for a building. How do you intend to stay under that 15% target while constructing a building and purchasing the land for it?</p>		53-55

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Facilities Timeline: Start-Up Timeline shows different dates/timeframes for facilities selection, construction, outfitting than the plan on P54. Discrepancies in numbers Back-up Plan Sites: They are small. How do you know they will be available? No area for athletics or age-appropriate playgrounds.</p>	
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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<p>-Claims that ResponsiveED’s facilities group has a strong record of finding and operating adequate facilities. -Post-interview response provided annual audit report for ResponsiveED that shows large facilities portfolio in Texas.</p> <p>UPDATE: Revised submission provided some additional answers to the questions asked in the application, and modified some of the application. The revised submission more information relative to Founder’s reliance on ResponsiveEd’s experience in successfully opening 20 such charter schools in Texas using various facility configurations.</p>	54
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Page

<p>-Interview response did not provide any information on the facility requirements asked for in paragraph (a) of Section 2.3. -Post-interview response indicated strong reliance on philanthropy to cover shortfalls beyond stated facility budget. This response provided no firm info with respect to actual sites being considered/negotiated, thus, there is nothing provided to us that we can evaluate.</p>	54
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2.4 PERSONNEL/ HUMAN CAPITAL

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The school’s organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school’s success. 	
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SECTION 2 – OPERATIONS PLAN AND CAPACITY

Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
-None determined		
Concerns/Questions		Page
<p>-No detailed Org Chart provided in Attachment G</p> <p>-Not clear that the recruiting and hiring practices are likely to result in diverse leadership or staffing that reflects the student body.</p> <p>-No policy provided for addressing unsatisfactory leadership or teacher performance and turnover.</p> <p>-No employee or personnel policy manual is provided.</p> <p>P56(a):</p> <p>-Attach G says that Founders is unable to project what the Org Chart positions will be because they don't know what the needs of the school and students will be. If ResponsiveED has so much experience in running classical schools in other areas, what makes WCS students so different that you can't project the Organization you'll need?</p> <p>- Will your Scope & Sequence change once you fully assess WilCo students?</p> <p>-Professional Employer Organization (PEO): ResponsiveED will do all HR, payroll, and PD. Has ResponsiveED managed any Charter Schools in Tennessee before?</p> <p>P56(b): In paragraph (a) you state that Del Rey will hire the ExDir, but in paragraph (b) you state that ResponsiveED will do the search for the school's Headmaster. Who is the hiring authority? What experienced Williamson County Educators and Instructional Leaders will be involved in this selection process?</p> <p>P56(c): Recruiting:</p> <p>- Leans on outside agencies like ResponsiveED to do hiring of instructional staff too, not just operational staff. -No previous achievement data provided, even from other ResponsiveED or Del Rey's other classical schools.</p> <p>P57(d): Hiring Teachers: You state that it's important that students see teachers who can relate to their backgrounds and experiences. What is your policy on hiring and retention of openly LGBTQ staff members?</p> <p>P57-58(g): Unsatisfactory leadership or performance: Who is managing this school? Who will actually make the decisions on termination? Is ResponsiveED the defacto organization in-charge?</p> <p>P58(j): Employee Manual as Attach J: You did not provide a manual. Couldn't you have included a hyper link to this employee manual and personnel policies?</p> <p>P59 Chart: No clarity on what "Specialized School Staff" and "School Operations Support Staff" that will be hire in Yr-1 and Start-up respectively</p>		56-59

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>-The revised submission provides new explanation on the functions of the Head of School. -The revised submission indicates (in Page 122, 2nd Para) that Founders is working with the Professional Educators of Tennessee to develop a specific “classical” teacher training and certification program. It’s not clear why that is needed but it does follow with Founders intent in Section 2.11 (Page 145) indicates their intention for some waiver flexibility with regards to licensure of leadership personnel.</p>		120-125
Concerns/ Questions		Page
<p>The revised submission once again did not provide an organization chart for the school itself (Attch G), but repeated the previous statements that ResponsiveEd will be providing all HR and supervisory services for all staff. Its still unclear how the entities of Head of School, ResponsiveEd, Del Rey, and the Board work and who locally is in-charge of academic programs.</p>		58

2.5 PROFESSIONAL DEVELOPMENT		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>-None determined</p>		
Concerns/Questions		Page
<p>ResponsiveED will do all 's PD? Does your budget cover the extensive the summer pre-training? How long is this training? Where will it be done? You state that “In our most diverse campuses where whites are in the minority or only slight majority, we have found this consistent whole group approach has year in and out met our standards of excellent performance.” What are your standards of performance relative to diverse, inclusive and cultural groups? Does your personnel hiring and student candidate policies support openly LGBTQ persons? How have you verified that the minority groups feel your performance is diverse, inclusive and culture is satisfactory and supportive of those minority groups?</p>		60-62

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Final Application Review			
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard	
Strengths			Page
<p>-The revised submission provided significantly more information regarding the PD program. The application does include twenty days of professional development with detailed planning for how needs will be defined and how the twenty days of PD will be utilized. Daily schedules are provided where appropriate.</p>			126-131
Concerns/ Questions			Page
<p>- Interview response to the standards of performance on diversity, and efforts to gain feedback from minority groups on their view of that performance, was not clear. There does not appear to be awareness of the need to seek that feedback in order to reassess the actual effectiveness of the "whole group approach" to diversity, inclusiveness, and culture. -Post-Interview response to PD questions did not provide more detail on the PD program</p>			61

2.6 INSURANCE			
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application. 			
Initial Application Review			
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard	
Strengths			Page
<p>The coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors.</p>			63
Concerns/Questions			Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Nothing provided in Attach J Do you intend to have school athletics? If so, when and what kinds and levels?	63
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Final Application Review		
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<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths		Page
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-The coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors.	Page 63
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Concerns/ Questions		Page
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- Post-interview response indicated that typically Founders does not provide athletics in sports that produce higher levels of concussions. No football, volleyball, soccer, basketball as these are sports with higher levels of concussion. The revised submission made no changes relative to the question on coverage for contact sports programs, specifically for the middle and high school football, volleyball, soccer, and basketball.	63
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2.7 TRANSPORTATION – IF APPLICABLE

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant’s transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.
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Initial Application Review		
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<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths		Page
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-None determined	
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Concerns/Questions		Page
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SECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Will not provide transportation. Will charter buses or have parents drive to extracurricular or after school activities. Will Charge Participation fees.</p>			64
<p>In your Section 1.1 Mission/Vision statements (P13) you say your vision is to make a classical education accessible to every family that desires it. In your Section 1.2 Enrollment statements (P17) you stated that making classical education accessible to ED and Black students was part of your goal. How do you plan on doing that if you don't provide transportation services and or charge participation fees?</p>			
<p>You did not provide a separate answer question 2.7(d) about not providing transportation. Do you have any other plans other than just not doing it?</p>			
Final Application Review			
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard	
Strengths			Page
<p>The revised submission stated they will provide transportation to students with IEP that require it, and has placed funds in the budget to support those IEP needs.</p>			
Concerns/ Questions			Page
<p>Post-interview response only committed to explore option of transportation services on a limited basis. This is not serving all students of Williamson County equally. Post-interview response to the question of how the facility search in Cool Springs, Berry Farms, and Nolensville was going to be helpful and supportive of our ED and Free & Reduced qualifying families since they don't live in those areas, highlighted Founders lack of understanding of the Williamson County needs. - The post-interview response to why transportation services is not being offered to Students with Disabilities with special transportation in their IEPs is concerning as this is a requirement.</p> <p>UPDATE: Founders still does not plan to provide any transportation services to the students who would attend their proposed school.</p>			64

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None determined		
Concerns/Questions		Page
-Provides the name of a food service vendor, but that vendor's website provides no details -No F&R or NSLP revenue shown in the budget. -Does not appear to understand the process of applying for approval to run a NSLP? (process through the State Nutrition Office will take many months, and it doesn't show up on the start-up plan. -If the facility leased does not have a kitchen, what changes will that make in your food services plan? (such as temperature control plan?) -In paragraph (b) the application indicates that "the campus administrative assistant will be responsible for preparing and serving student meals, ..." But in Section 2.4 Salary Ranges chart a Nutrition Services position is shown. Which one is responsible for Food Services? When will they be hired? -Advertising a Food Service RFP is not shown in the start-up timeline. When is that scheduled for? -Needs clarity on Free & Reduced plan. -No food service vendor expenses are shown in the Budget documents. -Attach B, (Page 10): Student Handbook: What does "designated lunch alternative" mean?		65
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None determined		
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>-Post-interview response indicates that if full Free or Reduced meals are required then Founders will expect support from the district to ensure meals are provided. This appears to indicate that Founders is not prepared to provide the necessary food services.</p> <p>-Post-interview response to the question of what changes will be made if the facility chosen does not have a kitchen, indicated that students would be required to bring their own lunch.</p> <p>-Post-interview response to what a “<i>designated lunch alternative</i>” is (Atch B, Page 10), is unacceptable treatment of students who for whatever reason cannot pay for a lunch.</p> <p>UPDATE: The revised submission did not offer any changes or explanation for the concerns raised in the “<i>Previous Final Concerns</i>” listed above. Those concerns remain. -No proposed cost/meal is provided.</p>	135
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2.9 ADDITIONAL OPERATIONS

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths

	Page
Shows a Safety official position in the Salary Ranges chart on Page 58, but no more detail of this person’s functions.	58

Concerns/Questions

	Page
<p>-66(a) Technology Support: You did not provide any information on Staff or Student technology support plans. Your budgets indicate you will only provide 40 laptop computers for student assessments. That’s 40 laptops for over 1,000 students. Is that your plan?</p> <p>-Atch B (P69) Student Handbook: While your parent/student handbook lists extensive access to on-line resources as beneficial to students, you have a surprising lack of devices. Why the dichotomy?</p> <p>-P66(b): Student Information Management: You provided no information on the SIM system you plan to use. What system do you plan to use? Is it CIPA compliant?</p> <p>School Health & Nursing: Application did not provide any information on Health & Nursing. Budget shows no funds budgeted for Health Services or Coordinated School Health</p> <p>-P58 Salary Ranges chart shows a Safety Official. Who is this and what is this person’s responsibilities?</p> <p>-P66(e) Maintenance: You only state 1-2 custodians. How will facility electrical, HVAC, and plumbing be maintained?</p>	66-67

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

- Building Decorum: Your year-1 budget shows \$37K in facilities for Building Decorum. What is Building Decorum?			
Final Application Review			
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard	
Strengths			Page
<p>The revised submission commits to providing a full-time Nurse on campus, but there is no salary or health supplies info found in the proposed budget.</p> <p>-Commits to comply with FERPA.</p> <p>- Shows a Safety official position in the Salary Ranges chart on Page 124 of the revised submission, but no more detail of this person’s functions.</p> <p>Intends to utilize The Vigilance Group for staff security training.</p> <p>-Post-interview response indicated the potential to use <i>Skyward</i> as an SIS platform, but it was not mentioned in the revised submission.</p>			136
Concerns/ Questions			Page
<p>-We understand that the Classical approach minimizes the use of technology, but the State of Tennessee requires all assessment testing to be done on-line. Only 40 computers for over 1,000 students does not prepare them for this testing.</p> <p>-Plan to only hire a school nurse if there are over 300 students appears to assume Founders will not accept students with special medical needs. No mention of CSH program.</p> <p>-Post-interview response to level of Maintenance staff is indicative of not knowing what facility they will be using at this time.</p>			66-67

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE			
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> • If the school plans to contract with a CMO, the applicant describes the service provider’s educational and management success and the rationale and process for selecting the CMO. • There is a clear division of roles between the board and the CMO. • There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. • If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination 			
Initial Application Review			
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard	
Strengths			Page
ResponsiveED and Del Rey Education have strong records of performance.			68

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Concerns/Questions		Page
<p>-Atch K MOU Page 3, Section 3, Para 1: What does the term “moral” mean in this MOU?</p> <p>-Budget Sheets: ResponsiveED will do many Administrative and Operations management functions not the local staff.</p> <p>-P69: ResponsiveED will do the majority of school administrative and operational areas. For 12% of the BEP? Whose Board is running this school - the local Board listed on P50 or Del Rey or ResponsiveED)?</p> <p>-P70: ResponsiveED gets 12% of the BEP revenues. Facilities under 15% (P53).</p> <p>-Atch K is only two pages with lists of topics and functional areas. No details are provided on budget allocations to those areas. So WCS is unable to evaluate.</p>		68-71
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	Does Not Meet Standard
Strengths		Page
<p>ResponsiveED and Del Rey Education have strong records of performance.</p> <p>UPDATE: Revised submission provided an Atch K document. This nonbinding MOU with Service Agreement gives much better definition of the responsibilities of ResponsiveEd (service provider) within the agreement with Del Rey (the charter school).</p>		139-142
Concerns/ Questions		Page
<p>-Even with the post-interview responses it is difficult for us to understand how this mixed structure of local Headmaster-ResponsiveED-Del Rey Education will actually work and who will be running the school, and who has authority and accountability for the curriculum and performance. No budget details provided for the allocation of funds into functional areas that we can use to evaluate the application.</p>		Page 68

2.11 WAIVERS		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>-No waivers requested.</p>		72-73
Concerns/Questions		Page

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Does this mean you will teach to the Tennessee State academic standards?		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
-No waivers requested.		
Concerns/ Questions		Page
-Post-interview response indicates that <i>Core Knowledge Sequence</i> will be used and is currently in use by 11 charter schools in Tennessee. But, those schools required waivers to use <i>Core Knowledge Sequence</i> , so Founders will need to seek waivers.		

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization’s stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L). 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None determined		

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Concerns/Questions		Page
Not Applicable as shown, but extensive reliance of Del Rey and ResponsiveEd networks is clearly presented.		74
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
		74
Concerns/Questions		Page
-Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.		74

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The leadership team is identified, together with their roles and responsibilities. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Not Applicable as shown, but extensive reliance of Del Rey and ResponsiveEd networks is clearly presented all through the application.			
Final Application Review			
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard	
Strengths			Page
N/A			
Concerns/ Questions			Page
-Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.			

2.14 NETWORK GOVERNANCE			
<p>Characteristics of a strong response:</p> <p>1) If there is a network board that operates as the main governing body with each school having an advisory committee:</p> <ul style="list-style-type: none"> ▪ Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. ▪ Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely. ▪ Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. ▪ There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s). <p>2) If there will be one governing board for all schools at the local level:</p> <ul style="list-style-type: none"> ▪ Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary). ▪ A copy of the by-laws and organizational chart is included. ▪ There is a clear, thorough plan to transform the board's membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities. ▪ There is a plan in place for board training as required by Tennessee law. 			
Initial Application Review			
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard	
Strengths			Page

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Concerns/Questions			Page
Not Applicable as shown, but extensive reliance of Del Rey and ResponsiveEd networks is clearly presented all through the application.			
Final Application Review			
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard	
Strengths			Page
Concerns/ Questions			Page
-Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.			

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS			
Characteristics of a strong response:			
<ul style="list-style-type: none"> ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success. 			
Initial Application Review			
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard	
Strengths			Page
N/A			
Concerns/Questions			Page
Not Applicable as shown, but extensive reliance of Del Rey and ResponsiveEd networks is clearly presented all through the application.			

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
<p>Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.</p>		

SECTION P CAPACITY
2 OPERATIONS LAN AND

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <p>-Claims ResponsiveED and Del Rey Education have strong records of performance.</p> <p>Weaknesses/Questions:</p> <ul style="list-style-type: none"> - Extensive weakness and lack of detail provided. - Facility needs not clearly described. Vague plan for getting a facility ready for school. - Unclear who is actually running the school. - Significant shortfall in funding and planning for numerous operational functions. 		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <ul style="list-style-type: none"> - The initial Board composition appears to have sufficient experience in the fields indicated and commits to annual board training. -Recognizes that facility requirements are the biggest challenge to success at this point. -Claims ResponsiveED and Del Rey Education have strong records of performance. - Post-interview response provided annual audit report for ResponsiveED that shows large facilities portfolio in Texas. - The insurance coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors. - Shows a Safety official position in the Salary Ranges chart on Page 58, but no more detail of this person’s functions. -No waivers requested. <p>(If Any) Weaknesses:</p> <ul style="list-style-type: none"> -Many issues and questions remain unanswered at this time. Most significant issues include the following: - Location and ability to fund the lease and/or construction costs of the facility. Heavily reliance on philanthropy and/or ability to issue bonds as a start-up makes the facilities piece of the plan uncertain. <p>UPDATE: No significant updates to change final review of application</p>		

SECTION P CAPACITY

- Lack of firm definition of facility needs requested in Section 2.3 leaves the question of does Founders really know what they are looking for.
- The goal of helping WCS with the ED and Free & Reduced populations with Classical education is stated as reason for searching for facility opportunities in the Cool Springs, Berry Farms, and Nolensville areas, but this is inconsistent with where those target populations live in WCS.
- The fallback locations will require significant renovations, and they have no space for age-appropriate playgrounds nor any kind of athletic fields for PE much less athletic programs.
- The lack of a viable transportation plan, even for Students with Disabilities, is a large shortfall.
- The lack of a viable and fundable food service plan is of significant concern, especially when comments of the alternative lunches, bring-your-own-lunches, and coordinating with WCS Food Services Department are the fallback options.
- The lack of a robust network and/or computer devices is of concern given the Tennessee requirement for on-line assessments.
- The lack of a School Nurse, even when they are anticipating opening the school with well over 300 students, several of which will most likely have daily medical procedure requirements, is a large deficiency on top of the lack of a Coordinated School Health program as required by the state of Tennessee.
- The omissions and confusion within the non-discrimination statements with regard to sexual orientation is of significant concern from a student and staff safety perspective. These citizens' rights should be protected by this school as they are concerns we face within WCS.
- No waivers were requested, yet waivers will be required for *Core Knowledge Sequence* that Founders plans to use.
- Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school. Who will be running the school? Will it be under local control or network control?

-

3 – FINANCIAL PLAN AND CAPACITY

3.1 & 3.2 CHARTER SCHOOL FINANCING

SECTION P CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all startup expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant's internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
-Anticipates a \$1M gift to get started. -Anticipates a ~\$230K net cashflow after Yr 1...		Attachment O
Concerns/Questions		Page
- Yr 2-5 Budget anticipating to find facility for \$20-\$25 per SF. This is not realistic based on our similar search efforts in the Cools Springs area last year. - Network budget seems vastly underfunded compared to what WCS does. -No Nurse or School Health or CSH lines in budget. - Yr 1-5 Staff assumptions has \$15K for "Other" staff and Inst Staff of ~\$40K for "Other". What is the "Other" for?		Attachment N
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		
Anticipates a \$1M gift to get started. -Anticipates a ~\$230K net cashflow after Yr 1...		Attachment N
Concerns/ Questions		Page
-Post-interview responses did not resolve concerns about lack of sufficient start-up funds, particularly for facilities and operations needs. -Interview responses showed expectation that philanthropy and bond issues will solve funding shortfalls. But no source of such philanthropy was identified.		Attachment O

3 – FINANCIAL PLAN AND CAPACITY

3.3 NETWORK FINANCIAL PLAN

SECTION P CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
There was improvement on year zero budget assumptions but not throughout years 1-5.		
Concerns/ Questions		Page
<i>UPDATE: There is improvement in the detail offered. There is weakness in the timing of the cash flow. They believe significant monies are available on July 1 through fundraising and loans. There is concern about their budget year one as well. Cash flow appears to be based on specific student enrollment. Assumption is TISA monies would be available on July 1 but funding wouldn't start until Sept unless there is a new start up charter school formula we aren't aware of. Food services is lacking, textbooks and materials are not sufficient, staffing assumptions</i>		

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <ul style="list-style-type: none"> -Anticipates a \$1M gift to get started. -Anticipates a ~\$230K net cashflow after Yr 1.. <p>Weaknesses/Questions:</p> <ul style="list-style-type: none"> -Yr 2-5 Budget anticipating to find facility for \$20-\$25 per SF. Not realistic based on our efforts last year. - Network budget seems vastly underfunded compared to what WCS does. -No Nurse or School Health or CSH lines in budget. - Yr 1-5 Staff assumptions has \$15K for "Other" staff and Inst Staff of ~\$40K for "Other". What is the "Other" for? 		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <ul style="list-style-type: none"> -Anticipates a \$1M gift to get started. -Anticipates a ~\$230K net cashflow after Yr 1. <p>(If Any) Weaknesses:</p> <ul style="list-style-type: none"> -Post-interview responses did not resolve concerns about lack of sufficient start-up funds, particularly for facilities and operation's needs. -Interview responses showed expectation that philanthropy and bond issues will solve funding shortfalls. But no source of such philanthropy was identified. - As in Sections 2.12-2.15, no network plan is presented although Founders will clearly depend on the ResponsiveED and Del Rey Education networks for significant portions of starting and running this school. No response was provided to our specific question about this, so we have no detailed information to evaluate. 		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE

Characteristics of a strong response:

- Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator’s schools are high performing and successful (**Attachment Q**).
- Graduation rates are indicative of highly successful strategies (if applicable).
- Applicant selects one or more of the organization’s consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome.
- Applicant selects one or more of the organization’s low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable).
- If the school is operating under another authorizer, the school’s performance report or authorizer evaluation (**Attachment R**) is favorable.
- Latest audit (**Attachment S**) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law.
- The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, **Attachment T**).

Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

-No data provided.

Concerns/Questions

Page

-No data provided.

Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

-No data provided.

Concerns/ Questions

Page

-No data provided.
UPDATE: No additional information provided



TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide “a standard application format” (TCA 49-13-116), and “scoring criteria addressing the elements of the charter school application” (SBE Rule 0520-14-01-.01(1)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as “Meets or Exceeds the Standard.” Evaluators will rate the responses by applying the following guidance:

Table with 2 columns: Rating, Characteristics. Rows include: Meets or Exceeds the Standard, Partially Meets Standard, Does Not Meet Standard.

The State Board of Education has adopted Quality Charter Authorizing Standards in Policy 6.111. Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer “[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence

of the applicant's capacity to execute its plan successfully." An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ."

"The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

“The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed.”

“The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers.”

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	<ul style="list-style-type: none"> • Academic Plan Design and Capacity: 1.1 through 1.12 • Operations Plan and Capacity: 2.1 through 2.11 • Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure <i>OR</i> Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school <i>OR</i> Operator with existing schools outside of Tennessee	<ul style="list-style-type: none"> • Academic Plan Design and Capacity: 1.1 through 1.12 • Operations Plan and Capacity: 2.1 through 2.15 • Financial Plan and Capacity: 3.1 through 3.3 • Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	<ul style="list-style-type: none"> • • Submit original application • Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 • Operations Plan and Capacity: 2.12 through 2.15 • Financial Plan and Capacity: 3.1, through 3.3 • Portfolio Review and Performance Record: 4.1

4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	<ul style="list-style-type: none"> • Submit original application • Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 • Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) • Financial Plan and Capacity: 3.1 and 3.2 • Portfolio Review and Performance Record: 4.1
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3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the “Strengths” area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the “Concerns/Questions” area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.
4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the “Final Application Review” area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the “Final Application Review” area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: Vickie Robbins **(Resubmission review)**

Proposed School Name: Founders Classical Academy K-12

Application includes an Executive Summary.

Yes

No

1.1 SCHOOL MISSION AND VISION

Characteristics of a strong response:

- The mission statement is clear, concise, compelling and measurable.
- The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a).
- When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps.
- The innovations described by the applicant are supported by evidence of success.

Initial Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

The vision of the schools is to make classical education accessible to every family that desires it. The application describes the vision of instructional program clearly. A strong connection to three of the six purposes of charter schools as found in the T.C.A. The three purposes which provide a good connection are 3,5 and 6.

p.13

Concerns/Questions

Page

The mission does not seem measurable, lacking information on how they will close the achievement gap between high and low students.

p.13

Is the main purpose of the school to provide a tuition free option for parents?

Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

The vision of the schools is to make classical education accessible to every family that desires it. The application describes the vision of instructional program clearly. A strong connection to three of the six purposes of charter schools as found in the T.C.A. The three purposes which provide a good connection are 3,5 and 6.

p.13

p. 13


Concerns/Questions

Page

The mission does not seem measurable, lacking information on how they will close the achievement gap between high and low students.

p.13

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY 		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. <input type="checkbox"/> ▪ The applicant provides a sound rationale for selecting the community where the school will locate. <input type="checkbox"/> ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. <input type="checkbox"/> ▪ For existing operators, the use of different enrollment practices is clearly explained. <input type="checkbox"/> 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The school will incorporate Latin into curriculum and develop the whole child including principals of moral character and civic virtue.		17
Concerns/Questions		Page
It seems that the intention of the school and selecting the community is based on high growth population and not meeting any academic need. The enrollment summary does not include race, which is mentioned section (c) and (e).		17,18
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The school will incorporate Latin into curriculum and develop the whole child including principals of moral character and civic virtue. The charter school will be using a classical curriculum focusing on civics, grammar & phonics, the study of Western thought and tradition, and the development of moral character would be welcomed into the community.		22
Concerns/Questions		Page
It seems that the intention of the school and selecting the community is based on high growth population and not meeting any academic need. The application states they had responses from about 90 parents interested. The application also shows how many are enrolled in other classical private schools in the county, but those enrollments are 100 students or less. Founders is estimating 618 students the first year. This seems to be a very high target to meet the first year. They identify schools with lower achievement in Fairview and Spring Hill but suggest a Franklin location. In a later section of the application, they even suggest a possible Nolensville location. They do not clearly define the community. The premise that enrollment is down is outdated as the WCS enrollment has increased after the national dip due to COVID-19.		25

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The school’s academic focus aligns with the school’s mission and vision. □ ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school’s academic focus. □ ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. □ ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. □ ▪ The applicant clearly describes an evidence-based plan to help remediate students’ academic underperformance. □ ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator’s existing schools and a strong rationale for these variances. □ 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Aligns with mission and vision and plan is research based. Latin is incorporated into curriculum starting in 3rd grade. It also states that it will have AP courses and dual enrollment. The academic focus clearly aligns with the school’s mission and vision.		19-21
Concerns/Questions		Page
Do not see alignment with TN State Academic Standards, the application stated this will be done but no evidence was shown. The plan did not address science education at all in section c. The plan is not detailed enough to show how they will remediate students' academic under performance. A clear path for math instructions just wasn't detailed enough.		p. 20
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Aligns with mission and vision and plan is research based. Latin is incorporated into curriculum starting in 3rd grade. It also states that it will have AP courses and dual enrollment. The academic focus clearly aligns with the school’s mission and vision. The resubmission application definitely discussed in more context and narration the plans for aligning standards with state of Tennessee		26-55
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

<p>On p. 54, they state it could take two years to align their curriculum to TN State Standards. The current curriculum does not align. For example, Singapore Math is aligned to Common Core State Standards, but not TN Academic Standards. The Access Phonics program is not on the state approved list for curriculum. Nashville Classical is listed on p. 39 as evidence of the success of the classical approach, but that school's state report card data declined much more than WCS's did from 2019-2021. Their assessment plan on pages 35-36 is focused on skills, not standards.</p>	<p>26-55</p>
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. <input type="checkbox"/> ▪ Academic goals support the mission and vision of the school. <input type="checkbox"/> ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. <input type="checkbox"/> ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. <input type="checkbox"/> ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. <input type="checkbox"/> ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined. <input type="checkbox"/> 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	X <input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The student's attendance goals are realistic and plans to ensure attendance are documented. The school places emphasis on daily attendance levels, with participation in other activities and sports tied to attendance. The school also offers after school make up times and may be required if chronic absenteeism is observed.		26
Concerns/Questions		Page
RTI does not align with TN guidelines, need more detail about Responsive Ed work in this area. The baseline for goals for student achievement, that data is low for this county. Where did that information come from? Did not note any goals on student achievement for Grades 4-12.		25
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The revision has added a lot of information that aligns with and was taken from the Tennessee guidance on RTI ² . They mention using NWEA MAP as their universal screener but also mention Renaissance STAR. They have an aligned process. The goals are rigorous, but not realistic.		56-65
-Concerns/Questions		Page
It is unclear if NWEA Map and/or Renaissance STAR are the universal screeners, but it is possible they are using them for different grade bands.		56-65

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. <input type="checkbox"/> ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. <input type="checkbox"/> ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school’s history. <input type="checkbox"/> ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. <input type="checkbox"/> ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff. <input type="checkbox"/> 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A		

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE

Characteristics of a strong response:

- The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State’s requirements. □
- The applicant clearly and persuasively explains how the school’s graduation requirements will ensure student readiness for college or other postsecondary opportunities. □
- The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements. □

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths

Page

The application describes how the school’s graduation requirements and resources will ensure students are ready for college or other post-secondary opportunities.

30

Concerns/Questions

Page

How does course requirements meet state of TN graduation requirements The application left off Algebra II state requirement, giving 2 credits over two-year, state only allows if a student has an IEP. The application was missing the health and wellness program. The application did not explain how to calculate GPA.

29

Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths

Page

The application describes how the school’s graduation requirements and resources will ensure students are ready for college or other post-secondary opportunities.

67-70

Concerns/Questions

Page

How does course requirements meet state of TN graduation requirements The application left off Algebra II state requirement, lifetime wellness, and social studies, also listed speech and debate for fine arts, which is not acceptable per state standards. .

67-70

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. □ ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders. □ 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
I found no noted strengths in this section of the application.		
Concerns/Questions		Page
How will Founders ensure that all assessment is aligned with TN state Standards? Process for analyzing data need to know which platform will be used and lacked detail to train teachers to analyze standards.		32
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The revision does talk about how Responsive Ed will train teachers in data analysis, and to teach them how to use that data for instruction and intervention.		71-72
Concerns/Questions		Page
The revision includes State Standards spot quizzes but does not offer a deeper explanation of that component of the assessment plan and how they align. Some assessments listed on p.71 may not align to TN State Standards. The application does not explain which web-based platform would be used and it does not clearly explain how that data will be analyzed in Dallas.		71-72

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE

Characteristics of a strong response:

- The school calendar (**Attachment A**) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction.
- The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan.
- Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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The annual calendar was attached.	ATT A
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Concerns/Questions	Page
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The student's detail daily schedule by grade was missing. It did not include the number of instructional hours and minutes a day for the core subjects. (it was provided after interview but did not answer questions or align with state standards. They stated that academic tutoring would be provided daily to student, but not a fixed time for tutoring or money for extra hours was not included in the budget. The application did not include how Saturday school would be funded.	34-35
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Final Application Review

<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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In this submission, the application included calendars from other charters as example. This seems to be the requirements.	73-77
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Concerns/Questions	Page
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No concerns	
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The leadership team has strong experience working with special populations. □ ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. □ ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. □ ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. □ ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students. □ 		
Initial Application Review		
□ Meets or Exceeds Standard	□ Partially Meets Standard	X □ Does Not Meet Standard
Strengths		Page
<p>The application does describe Identification process and how the IEP team will work closely with parents. Founders did include a plan for ELL students and to help those students achieve consistent learning gains with their peers.</p>		38-39
Concerns/Questions		Page
<p>The plan did not address who would be doing the evaluations or re-evaluations? The plan did not detail how they will serve gifted students? The plan did not detail how students will exit from services from students with disabilities</p>		39
Final Application Review		
□ Meets or Exceeds Standard	X □ Partially Meets Standard	□ Does Not Meet Standard
Strengths		Page
<p>Revised application meets expectation and is straight from TN RTI2 guidance.</p>		88-91
<p style="text-align: center;">Concerns/Questions</p> <p>The concern is that the charter school will rely heavily on contracted services for supporting high need students. The HR staff plan does not include a lot of specialized staff. The plan is still missing an exit plan for Student with Disabilities.</p>		88-91

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. □ ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. □ ▪ The Student Handbook (Attachment B) □ includes relevant, comprehensive, and legally sound policies. □ ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights. □ 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant vision of culture was clear and one of high standards and academic excellence, along with virtue and civility.		41
Concerns/Questions		Page
The handbook that was attached referred to TEXAS laws throughout and need to be aligned to TENN. The applicant described in the Handbook, that Saturday schools was for discipline but in the 1.8 section it was stated that it was for academic intervention. The applicant handbook was focused more on secondary and not as relevant to elementary. What happens when a student is expelled from a Charter School?		Attachment B-C
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant vision of culture was clear and one of high standards and academic excellence, along with virtue and civility. The revised plan addresses the indicators more clearly, they do outline a plan for outreach.		102-103
Concerns/Questions		Page
Unclear how they will recruit students or transport students who live in poverty, or are academically low achieving.		102-103

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant’s enrollment policy (Attachment D) complies with state law and district policies. <input type="checkbox"/> ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. <input type="checkbox"/> ▪ Applicant’s student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners. <input type="checkbox"/> 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant enrollment policy is strong and complies with state law.		43 Attachment D
Concerns/Questions		Page
Are Davidson County Schools allowed to be in this charter? What about FSSD? The plan for equal opportunity to attend the school seems lacking in the areas of academically low achieving students, students with disabilities, families in poverty. It seems the school wants to reach students who want an environment emphasizing the higher standards of math, reading, history, science, and the fine arts, and to pull students from higher growth area schools.		44
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant enrollment policy is strong and complies with state law.		
Concerns/Questions		Page
No concerns		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
I found no noted strengths in this section of the application.		
Concerns/Questions		Page
The application did not have any evidence of support from community or letters of support or contracts with community partners		
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		
The revised application presented letters from interested parents, therefore all parts of Attachment E are met.		
Concerns/Questions		
No concerns		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity

Initial Application Review

Meets or Exceeds Standard **Partially Meets Standard** Does Not Meet Standard

Strengths:

Responsive Education Solutions has operated charter schools in other states with success. The mission and vision of a Classical Education is well stated and has appeal in the area.

Weaknesses/Questions:

The plan does not align with Tennessee standards on testing, and graduation requirements. The daily schedule does not include the amount of time for students that is required by State of Tennessee. I still not see a purpose in what this school would provide for students, that WCS does not provide.

Final Application Review

Meets or Exceeds Standard **Partially Meets Standard** Does Not Meet Standard

Strengths:

Responsive Education Solutions has operated charter schools in other states with success. The mission and vision of a Classical Education is well stated and has appeal in the area. The revision was better and addressed rubrics and included additional narration along with attachments that was not included before.

(If Any) Weaknesses:

The plan does not align with Tennessee standards graduation requirements. I still do not see a purpose in what the school would provide for students, that WCS does not provide. The revised application states about 90 families are interested but anticipate 618 students the first year. This is a very small percentage compared to WCS and Williamson County Student as a whole. SPED is still missing some information, like exit plan, and how to fund for contracted services.

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. □ ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. □ ▪ The applicant provides for initial and ongoing board training as required by law. □ ▪ There is a clear, fair, and transparent process for hearing and handling complaints. □ ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies. □ 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	x <input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The proposed board structure appears to have sufficient experience in the fields indicated above and they do commit to annual trainings and transparency, ethics, and fiscal responsibility.		49
Strengths		Page
What are the standards for academic results that the board will evaluate the school on? The qualifications of board members, mention they fact they do not have to reside in Williamson County. The parent representative should reside in Williamson County, why would these differ?		49-50
Final Application Review		
X <input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The proposed board structure appears to have sufficient experience in the fields indicated above and they do commit to annual trainings and transparency, ethics, and fiscal responsibility. The revised submission added and changed some board members.		108-111
Concerns/ Questions		Page
None noted		108-111

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. <input type="checkbox"/> ▪ The applicant adequately addresses potential challenges. <input type="checkbox"/> ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan. <input type="checkbox"/> 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant understands that finding an appropriate site and the cost will be difficult.		50
Concerns/Questions		Page
Is the applicant currently searching for a school site? The application listed potential areas in Cool Springs, but do not have land for playgrounds or athletic fields. There would also be a lot of potential modification. The application stated it could be 5 to 7 years before construction would be feasible. Another challenge that was stated was teachers do not have instructional experience or content knowledge for a classical school and could be hard to transition into this type of teacher/role. The application stated Responsive Ed would have training but doesn't seem to have an included the cost in the Year 0 budget.		51-52
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant understands that finding an appropriate site and the cost will be difficult.		114-121
Concerns/ Questions		Page
Start up budget does not provide enough detail to determine sufficiency with respect to facility needs. A third back-up site, located on Duke Drive in the Cool Springs area, has been added to the revised submission. Like one of the other back-up sites, this 3 rd site currently has occupants in it, and like both the other two sites it has no space for playgrounds or other outside grass area for activities. Also, Page 113 states many teachers are not equipped to teach in a classical school. There is a teacher shortage, coupled with high cost of living in Williamson County, how can the school be sure they are getting the right caliber of teachers?		114-121

SECTION 2 – OPERATIONS PLAN AND CAPACITY

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2.3 FACILITIES

- Characteristics of a strong response:
- Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget.
 - The applicant demonstrates expertise in facilities acquisition and management, either internal or external.
 - The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility.
 - The applicant has identified a realistic facility contingency plan.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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I found no noted strengths in this section of the application.	
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Concerns/Questions	Page
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<p>The applicant's timeline for identifying and renovating a facility, does not seem sound. If the primary site was selected by April 2022, given the shortage of materials and labor in this economy, would the facility be renovated and in compliance for ADA and fire codes and etc. by July 23 for occupancy? The contingency plan is to just lease another building, to be ready for August 2023, not sure that will give enough time. The application also stated the budget is to keep facility expenses to 15% of state budget, (\$9M yr = around 1.35 million year to budget for building cost. The cost in Williamson County and for square footage that is needed could easily cost upward to a total of \$21.7 m) just for a building. How will the school keep within that target of 15% of budget? Looks like more cost should be accounted for in the budget to buy/lease buildings.</p>	54
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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The application states that Responsive Ed's facilities group has a strong record of finding and operating adequate facilities.	115-119
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Concerns/ Questions	Page
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SECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Revised submission has lowered the enrollment by 122 students, which lowered revenue projections, but facility cost was reduced as well. Did not have a lot of explanation on why the facility cost were lowered so much, with the fact that real estate and rental in Williamson County is some of the highest in the state. No funds were budgeted for security or surveillance upgrades. Since we do not have a specific location, we are unable to determine the adequacy of the site or what renovations will be needed for an August 2023 opening.</p>	<p>115-119</p>
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SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The school’s organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. □ ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). □ ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. □ ▪ Compensation packages are likely to attract and retain qualified staff. □ ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. □ ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. □ ▪ The employee manual and personnel policies (Attachment I) are complete and effective. □ ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school’s success. □ 		
Initial Application Review		
□ Meets or Exceeds Standard	□ Partially Meets Standard	X □ Does Not Meet Standard
Strengths		Page
Responsive Ed has a network and experience in hiring and staffing charter schools in other states.		58
Concerns/Questions		Page
The application does state that Responsive Ed will be responsible for employing all staff and that Responsive Ed will act in the capacity of a PEO providing all HR payroll and professional services. Has Responsive Ed managed other charter schools in Tenn.? The application stated that Responsive Ed would prepare the search selection, but that Del Ray would hire the headmaster, but I did not see an Attachment H. It stated no previous achievement data for Attachment H, but even from Response Ed or other Del Ray Classical Schools. What experienced educators and Instructional leaders from Tennessee that may have experience in Tennessee Standards and the TEAM-TN model will be involved in selection process? The application did not state any at all. The application talks about concerns in hiring qualified teachers with experience in the classical education, but the school still has to hire licensed teachers in the state of Tennessee. How will this be accomplished? The employee manual was not included in Attachment I, they did state we could ask for one. A compensation package was not included to determine if they will be able to attract and retain the qualified staff.		58
Final Application Review		
□ Meets or Exceeds Standard	X □ Partially Meets Standard	□ Does Not Meet Standard
Strengths		Page
Responsive Ed has a network and experience in hiring and staffing charter schools in other states. The revised submission gives more explanation to the functions of the Head of School.		120-125
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

I still did not location an organization chart for the school Attach G, the applications just states Responsive Ed will be providing HR and supervisory staff. It is still unclear on how all these entities work together, and what Response Ed , Del Ray and Board will each provide and whom will be in charge locally.	120-125
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2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership. □ 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	X <input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Time allotted for PD is and training is very reasonable, the applicant described 20 days of PD each year.		60
Concerns/Questions		Page
Does budget cover extensive summer training of PD for the teachers who are new to classical education? Responsive ED will be responsible for the PD for classical educators. The applicant addressed but not in detail how they will give PD for special and diverse populations.		62
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	X <input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Time allotted for PD is and training is very reasonable, the applicant described 20 days of PD each year.		126-131
Concerns/ Questions		Page
No new information was provided in response to concerns on PD training for Students with Disabilities.		126-131

2.6 INSURANCE

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. □ ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application. □ 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The coverage amounts shown on page 63 appear to be consistent with what WCS requires of district contractors.		63
Concerns/Questions		Page
The applicant did not supply Attachment J.		63
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The coverage amounts shown on page 132 appear to be consistent with what WCS requires of our contractors.		132
Concerns/ Questions		Page
Attachment J was provided and if the proposed school intends to have school athletics, additional liability coverage will be required.		132

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant’s transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. <input type="checkbox"/> ▪ The applicant has a sound plan for oversight of its transportation operations. <input type="checkbox"/> ▪ The applicant has a plan for transporting special needs students where necessary. <input type="checkbox"/> ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students. <input type="checkbox"/> 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
I found no noted strengths in this section of the application.		64
Concerns/Questions		Page
The applicant does not have a transportation plan for SPED Students, nor does it provide any types of transportation. Was any amount included in the budget for SPED students if required services are needed?		64
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The revised submission states they believe parents will drive students to school and extracurricular activities. The applicant did include \$50,000 in contracted service budget, if needed for SPED transportation to meet and IEP’s that require transportation services. Founders Classical Academy will follow all state and federal laws relative to transportation services. To ensure this, we will have our transportation services plan reviewed by ResponsiveEd’s legal counsel, versed in federal law, prior to enacting any transportation services.		135
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

	135
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S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. <input type="checkbox"/> ▪ The applicant explains how it will collect free and reduced-price lunch information from families. <input type="checkbox"/> 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	x <input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths	Page	
I found no noted strengths in this section of the application.		
Concerns/Questions	Page	
The applicant did not provide and Free and Reduced Revenue in the budget, no indication that CMO will manage the meals. The application states, "the campus administrative assistant will be responsible for preparing and service student meal" But in Section 2.4 states they will hire a nutrition services position. The application not clear on whom will run the cafeteria. Also, nothing was indicated in the startup timeline of advertising for Food Service Vendors. No food service vendor expenses were shown in budget documents.		65
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X <input type="checkbox"/> Does Not Meet Standard
Strengths	Page	
When the school has permitted kitchen facilities, Del Rey and ResponsiveEd will likely add an addendum to its existing food services contract with Elior (Founders uses Elior’s A’viands division) to include this campus and K12 Payment systems to manage parent-provided meal payments. ResponsiveEd schools also provide free breakfast to students who request it and arrive on time to consume it		135
Concerns/ Questions	Page	
Will the facility open with permitted kitchen facilities, if not how is food prepared and given to students and how is Free and Reduced implemented, can it be without Kitchen facilities? Not sure what was included in the budget for food services.		135

2.9 ADDITIONAL OPERATIONS

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. □ ▪ The applicant provides a compelling data management plan that protects the privacy of student information. □ ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. □ ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. □ □ The applicant specifies a maintenance plan for school facilities. □ ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified. □ 		
Initial Application Review		
□ Meets or Exceeds Standard	□ Partially Meets Standard	X □ Does Not Meet Standard
Strengths		Page
The applicant did ensure safety measures for campus security and Emergency plans and stated they would be in full compliance.		66
Concerns/Questions		Page
The applicant did not provide any info on technology, nor a data management plan. The applicant did not provide information on staff or student technology support plans. The budget only included about 40 laptops. The applicant did not provide and information on Health and Nursing and did not notice any funds in the budget either. The applications included a couple of custodians but that was not on the list of employees that will be hired. How will other facility maintenance needs be met, such as HVAC, plumbing and etc.?		66
Final Application Review		
□ Meets or Exceeds Standard	X □ Partially Meets Standard	□ Does Not Meet Standard
Strengths		Page
The revised application gave more narration on technology plan and how only computer will be leased for 1 for every 4 students.		136-138
Concerns/ Questions		Page
Safety and Security states it will be provided, but I cannot see where it is budgeted in the budget. Is it a part of the rental contract, or other contracted services, are cameras used?		136-138

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> • If the school plans to contract with a CMO, the applicant describes the service provider’s educational and management success and the rationale and process for selecting the CMO. □ • There is a clear division of roles between the board and the CMO. □ • There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. □ • If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Responsive Ed was selected based upon their track record in classical education in Texas and Arkansas.		68
Concerns/Questions		Page
The applicant explained the role of all parties, with detail, but a plan for potential conflicts with CMO or conflicts of interest was not included. Also, Responsive Ed is paid compensation which is still under negotiation but could be up to 12% of BEP revenues.		70
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Responsive Ed was selected based upon their track record in classical education in Texas and Arkansas. The nonbinding MOU give a much better definition of the responsibilities of Response Ed. And Del Ray.		139-141
Concerns/ Questions		Page
No concerns		139-141

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. <input type="checkbox"/> ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law. <input type="checkbox"/> 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application did not state any waivers		74
Concerns/Questions		Page
No concerns on initial review.		
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application did not state any waivers		143-145
Concerns/ Questions		Page
The revised submissions show that they request 8 waivers		143-145

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. □ ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. □ ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. □ ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization’s stated outcomes. □ ▪ The applicant provides a comprehensive annual report for the network (Attachment L). □ 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
NA		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
NA		
Concerns/ Questions		Page
N/A		

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The leadership team is identified, together with their roles and responsibilities. <input type="checkbox"/> ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. <input type="checkbox"/> ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. <input type="checkbox"/> ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network. <input type="checkbox"/> 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
NA		
Concerns/Questions		Page
NA		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
NA		
Concerns/ Questions		Page
NA		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.14 NETWORK GOVERNANCE		
Characteristics of a strong response:		
1) If there is a network board that operates as the main governing body with each school having an advisory committee: <ul style="list-style-type: none"> ▪ Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. ▪ Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. <input type="checkbox"/> Roles and responsibilities of this board are described clearly and concisely. ▪ Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. ▪ There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s). 		
2) If there will be one governing board for all schools at the local level: <ul style="list-style-type: none"> ▪ Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary). ▪ A copy of the by-laws and organizational chart is included. ▪ There is a clear, thorough plan to transform the board’s membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities. ▪ There is a plan in place for board training as required by Tennessee law. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
NA		
Concerns/Questions		Page
NA		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
NA		
Concerns/ Questions		Page
NA		

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response: <input type="checkbox"/> Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school’s success.		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
NA		
Concerns/Questions		Page
NA		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
NA		
Concerns/ Questions		Page
NA		

SECTION P CAPACITY
2 OPERATIONS LAN AND

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: The applicant acknowledges that facility requirements are the biggest challenge to success at this point. A detailed timeline is included in the plan for planning and opening of the school. The application indicates Responsive ED and Del Rey Education have strong records of performance. The rationale for selecting the CMO is clear in the application.</p> <p>Weaknesses/Questions: The application did not clearly state their idea for the location and ability to fund the lease and/or construction costs of the facility. The school will rely on philanthropy and/or ability to issue bonds for facilities. The school does not have a transportation plan, even for Students with Disabilities, this is a concern. Another concern is the lack of a robust network and/or computer devices given the Tennessee requirement for on-line assessments. The lack of a School Nurse, even when they are anticipating opening the school with well over 300 students, several of which will most likely have daily medical procedure requirements, is a large deficiency on top of the lack of a Coordinated School Health program as required by the state of Tennessee.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths: The applicant acknowledges that facility requirements are the biggest challenge to success at this point. A detailed timeline is included in the plan for planning and opening of the school. The application indicates Responsive ED and Del Rey Education have strong records of performance. The rationale for selecting the CMO is clear in the application.</p> <p>(If Any) Weaknesses: No clarify on where the school will be located and thus no way for this body to evaluate it Also, unrealistic budget cost for facilities costs, rentals and equipment. Difficulty in hiring type of teachers qualified to teach Classical curriculum. Did not see a budget for safety, security.</p>		

**3 – FINANCIAL LAN AND
3.1 & 3.2 CHARTER SCHOOL FINANCING**

SECTION P CAPACITY

Characteristics of a strong response:

- The budget worksheet (**Attachment N**) contains reasonable assumptions and budget numbers that reflect all startup expenses.
- The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits.
- Sound criteria and procedures are in place for selecting contractors for any administrative services.
- There is a high level of financial expertise amongst the applicant's internal and external team members.
- The start-up and five-year operating budgets are complete, realistic and viable.
- The applicant's budget narrative (**Attachment O**) clearly explains and supports all revenue and cost assumptions.
- The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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A budget worksheet was included in the application. Delray does intend to outsource financial management to Responsive Ed. This should be a strength given the Responsive Ed's background with Charter schools in Texas.	Attachment O
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Concerns/Questions	Page
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The applicant budget assumptions were missing on the spreadsheet. Year 0 expenses seemed low, and no explanation of \$1M start up revenue was given. The contracted services expenses seem low for SPED services and social emotional services, also did not see expenses for CSH or School Health in the budget. The procedures, policies for accounting, payroll and audits were lacking. No evidence of financial expertise of the team members, either internal or external. The capital expenses need more detail. We asked for more detail on Response Ed about their financial health. Yr 2-5 budget anticipates using about 15% of BEP revenue as a cost for space to either rent or lease. This is not realistic number based on our search efforts in the Cool Springs area. The network (computers and software infrastructure budget seems underfunded.	Attachment N and O
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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The application and the narration are more complete with assumptions in the revised applications. Also using a CMO with extensive experience in managing charter schools.	BUDGET
---	--------

Concerns/ Questions	Page
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Student enrollment will be a major factor in determining if the school will meet its revenue to fund their expenses. With only about 90 parents interested, how can we know the student enrollment will be 618 students the first year. Any differences in their student enrollment counts, up or down, could make the budget not viable. Not a lot of evidence provided for how they selected the CMO vendor Response Ed. Response Ed appears to have financial expertise to run a charter school, but still missing procedures and policies. There is improvement in the budget detail offered, the timing of the cash flow is still off, making it hard to see how they can support their financial needs. The budget for food services, textbooks, materials seemed to be too low. Contracted Services for SSS services too low as well. As noted in operations, the budget for facility and any updates, seems to low. I noticed they did bump up their SPED teacher staff but not other services, like SLP , OT and PT's. The SPED population increased from 2% to 8% in this revision, but only bumped up direct teacher services, and not contracted services.	BUDGET
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SECTION P CAPACITY
3 – FINANCIAL LAN AND

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. □ ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. □ ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. □ 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
NA		
Concerns/Questions		Page
NA		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
NA		
Concerns/ Questions		Page
NA		

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

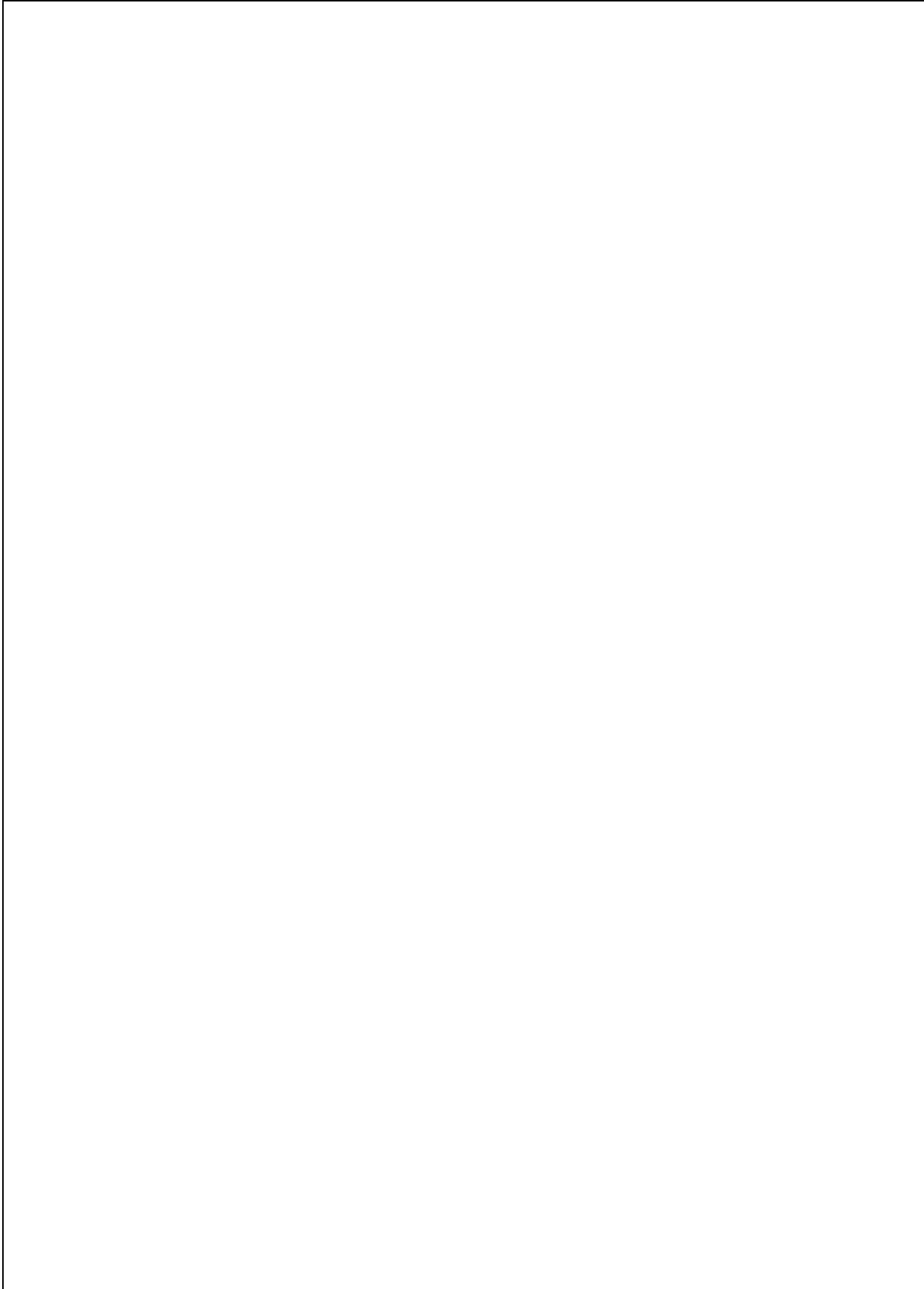
Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: The hiring of Responsive Ed for financial expertise will help provide the applicant the services to manage the necessary financial operations of the school.</p> <p>Weaknesses/Questions: Responses in the interview process did not resolve concerns about lack of sufficient start-up funds, particularly for facilities and operations needs such as computer infrastructure or the ability to secure appropriate facilities. The interview process revealed the expectation that philanthropy and bond issues will solve funding shortfalls. But no source of such philanthropy was identified. The budget was still lacking information along with budget assumption notes.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard

Strengths:

The application and the narration are more complete with assumptions in the revised applications. Also using a CMO with extensive experience in managing charter schools.

(If Any) Weaknesses:

Student enrollment will be a major factor in determining if the school will meet its revenue to fund their expenses. With only about 90 parents interested, how can we know the student enrollment will be 618 students the first year. Any differences in their student enrollment counts, up or down, could make the budget not viable. Not a lot of evidence provided for how they selected the CMO vendor Response Ed. Response Ed appears to have financial expertise to run a charter school, but still missing procedures and policies. There is improvement in the budget detail offered, the timing of the cash flow is still off, making it hard to see how they can support their financial needs. The budget for food services, textbooks, materials seemed to be too low. Contracted Services for SSS services too low as well. As noted in operations, the budget for facility and any updates, seems to low. I noticed they did bump up their SPED teacher staff but not other services, like SLP , OT and PT's. The SPED population increased from 2% to 8% in this revision, but only bumped up direct teacher services, and not contracted services.



SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE

Characteristics of a strong response:

- Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator’s schools are high performing and successful (**Attachment Q**).
- Graduation rates are indicative of highly successful strategies (if applicable). □
- Applicant selects one or more of the organization’s consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome. □
- Applicant selects one or more of the organization’s low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable). □
- If the school is operating under another authorizer, the school’s performance report or authorizer evaluation (**Attachment R**) is favorable. □
- Latest audit (**Attachment S**) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law. □
- The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, **Attachment T**).

Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

NA

Concerns/Questions

Page

NA

Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

NA

Concerns/ Questions

Page

NA



TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide “a standard application format” (TCA 49-13-116), and “scoring criteria addressing the elements of the charter school application” (SBE Rule 0520-14-01-.01(1)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as “Meets or Exceeds the Standard.” Evaluators will rate the responses by applying the following guidance:

Table with 2 columns: Rating, Characteristics. Rows include: Meets or Exceeds the Standard, Partially Meets Standard, Does Not Meet Standard.

The State Board of Education has adopted Quality Charter Authorizing Standards in Policy 6.111. Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer “[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.” An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For

an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.11 Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.15 Financial Plan and Capacity: 3.1 through 3.3 Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.12 through 2.15 Financial Plan and Capacity: 3.1, through 3.3 Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) Financial Plan and Capacity: 3.1 and 3.2 Portfolio Review and Performance Record: 4.1

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the “Strengths” area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the “Concerns/Questions” area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.

4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the "Final Application Review" area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the "Final Application Review" area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: Mark Samuels

Proposed School Name: Founders Classical Academy
(Resubmission)

Application includes an Executive Summary.

Yes

No

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
- Founders appear to be very dedicated to a classical approach.		Pages 13-15
Concerns/Questions		Page
Mission isn't measurable; connection to the purpose isn't clear; missing description of achievement gaps -P13(a): What does "moral character" mean in this context? - P13(b): What is the poor level of "free people", "civic freedom", "justice", and "happiness" in Williamson County that you feel needs correction via your academic model? - P14(4): You say your curriculum is fully aligned with the state standards. Ours is too. Where are the deficiencies in ours that you feel need to be corrected by your offering?		Pages 13-15
<u>Previous Final Concerns:</u>		
-Interview and Post-Interview responses did not resolve the question of what deficiencies in WCS performance this school will resolve. The only thing mentioned in the interview was to provide some students with the opportunity to experience their K-12 education in one physical location, vice transitioning from ES to MS to HS buildings. WCS is not aware that a single K-12 location is such a broad-based issue with our families.		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> - Founders appear to be very dedicated to a classical approach. - Clear link to at least 3 purposes. 		Pages 13-15
Concerns/Questions		Page
<ul style="list-style-type: none"> -The revised submission does address closing skill gaps for the particular portion of the population they will attract, but no information on how this Founders' school will close the District's existing gaps. 		Pages 13-15

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
-None noted		Pages 16-18
Concerns/Questions		Page
-P16(b): You state that your site location goal is to serve students from families who desire a robust academic environment of the highest of standards. How is that different from what WCS now offers our students? -P16(b): You state that you want to locate the school in a current high-growth area so it is accessible to a broad range of families and can alleviate some of the demand for WCS growth. How does providing a school for 1,028 students from across the district alleviate our demand? - P17 shows an anticipated enrollment of 1,028. The budget template shows 1,128. The response to question 2.3(b) uses 950 students for budgeting purposes. What is the actual enrollment target? -P16(c): You state that WCS’s 3 rd Grade ELA proficiency went down 7% over the pandemic, and our ED and Black students saw declines. How does your targeting the Cool Springs, Berry Farms, and Nolensville areas help with those sub-population groups? -P16(d): The alleged underserved ED families most likely need transportation in order to participate in your school. How do you plan to get transportation from those areas to your centralized or Nolensville campus? Previous Final Concerns: -Interview response indicated that the target enrollment is 1,028 which is less than 2.5% of our student population. Given that these students will be drawn from the entire county of 50 schools initially, this would only reduce our demand by an average of 20 students per school, which is only 2-3 students per grade level at those schools. This effectively does nothing to decrease our growth demand across the county. -Post-Interview response indicated a willingness to work with WCS on better site options for the new school to help with demand reduction, but such a small student enrollment will not help ease the demand in any area regardless of the site chosen. -Post-Interview response indicated a willingness to revisit transportation needs, but no commitment to it that would indicate an understanding of our ED families and other dual income families who would need such transportation services.		Page 16-18

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>-The revisions clearly connect the school to a small portion of the WilCo population (only 90 families) who expressed an interest in a classical style environment.</p>		Pages 19-25
Concerns/Questions		Page
<p>-While the revised submission shows there is a core group of families seeking a classical style environment (Page 19), that group is a very small portion of our population of WilCo families.</p> <p>-The revised submission indicates a targeting of ED families in the Spring Hill, Thompson Station, and south Franklin (Page 23). Yet, Founders is still focusing on property in the Cool Springs area and does not plan to provide transportation from the afore mentioned areas of ED families, nor from the ED families in the western part of WilCo.</p> <p>-The revised submission continues the theme that the WilCo families they have contacted don't feel WCS shares the same values as they do, but those value differences are not explicitly explained. What are they? The term Western thought is used but not defined. What does that mean? What values can't be taught in a public school but can be taught in a publicly funded Founders school? If the virtues shown in the table on Page 89 are the values, then WCS teaches those values too.</p>		Pages 19-25

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
- P19(a): Focus is on Classical educational model		Pages 19-24
Concerns/Questions		Page
- Can't tell if the curriculum is aligned with TN State Standards. - Can't tell if high school course requirements meet the state graduation requirements. - Can't tell how Founder's web-based assessments will support TN Academic Standards as evaluated via TCAP/EOC testing. Prior Final Concerns: -Post-Interview responses did not clarify alignment concerns with Tennessee state standards		Page 19-24
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
- P19(a): Focus is on Classical educational model		Pages 26-55
Concerns/Questions		Page
-Despite providing a significant amount of new narrative, the revised submission still does not show that state standards are being met by the proposed curriculum. -It has taken 2-years to get the curriculum aligned with state standards elsewhere (Page 54), so why would Tennessee standards not take as long, or longer...?		Pages 26-55

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
-None noted		Pages 26-27
Concerns/Questions		Page
- P25(a): Can't tell where the baseline data for goals comes from, thus, can't tell if academic goals support mission and vision, or if they support TN State Standards. - P26(d): Can't tell how frequently Founders will monitor performance of students placed on a corrective action plan. Can't tell when tutoring and tiered interventions would take place. - P26(f): Does not appear to understand TN State Standards for grade level matriculation Previous Final Concerns: -Post-Interview response includes after-hours tutoring support opportunities such as after school and Saturday School sessions periodically for those needing remediation. However, this does not appear to be in accordance with Tennessee state requirements to be done during the school day. -Post-Interview response did not clarify where the presented baseline data came from.		Pages 25-27
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
-Post-Interview response indicated that remedial opportunities will be available as necessary. -Revised submission provided significantly more data on success in other regions. -The revised submission provided evidence of an aligned process for screeners. Including rigorous goals.		Pages 56-65
Concerns/Questions		Page
		Pages 56-65

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A		

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE

Characteristics of a strong response:

- The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements.
- The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities.
- The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.

Initial Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

-None noted

Pages 29-31

Concerns/Questions

Page

-P29(a): Can't tell if high school course requirements meet the state graduation requirements or college admission requirements.
 - P31(c): Unclear what "accelerated instruction" is and when it will take place for students at-risk of not meeting graduation requirements.

Pages 29-31

Previous Final Concerns:

-Interview and Post-Interview responses did not resolve the question of high school course requirements meeting Tennessee graduation requirements. The lack of Algebra II, Lifetime Wellness, and the social studies requirements were omitted. Did not clearly outline the accelerated instruction plan for at-risk students.

Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

None noted

Pages 67-70

Concerns/Questions

Page

-Same concerns remain. The revised submission did not clarify why the Founders course requirements do not meet Tennessee graduation requirements for Algebra II, Lifetime Wellness, and Social Studies.

Pages 67-70

1.7 ASSESSMENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None noted		Pages 32-33
Concerns/Questions		Page
-P32(a): Can't tell how Founder's web-based assessments will support TN Academic Standards as evaluated via TCAP/EOC testing. Previous Final Concerns: -Interview and Post-Interview responses did not clarify the concern of Founder's web-based assessments supporting Tennessee standards.		Pages 32-33
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
-The revised submission now includes training for teachers on how to analyze the data from the assessments and how to adjust instruction and intervention as a result.		Pages 71-72
Concerns/Questions		Page
-The Tennessee state standard for spot quizzes is now included in the revised submission. -The revised submission does not make it clear what platform will be used for assessments, nor how/why the data will be analyzed out-of-state.		Pages 71-72

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: <ul style="list-style-type: none"> The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
-P34(d): Provides daily academic tutoring after-hours as needed. -P35(e): Provides Saturday School opportunities at least once per month		Pages 34-35
Concerns/Questions		Page
-P34(b): No daily schedule provided. -P35(e): No summer school for grades 3 thru 12. Not in compliance with TN State Law on Summer Camps. Previous Final Concerns: -Post-Interview example schedules did not so any physical activity time as required by Tennessee state law. -Could not tell where tutoring was built into the daily schedule. - No clarification provided on why no summer school for grades 3 thru 12. Not in compliance with TN State Law on Summer Camps.		Pages 34-35
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
-P34(d): Provides daily academic tutoring after-hours as needed. - P35(e): Provides Saturday School opportunities at least once per month -Post-Interview response provided some example schedules. -Revised submission provided more comprehensive examples of schedules.		Pages 73-75
Concerns/Questions		Page
None noted		Pages 73-75

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS

Characteristics of a strong response:

- The leadership team has strong experience working with special populations.
- The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations.
- There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students.
- The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success.
- The applicant has well-defined plans for monitoring and evaluating progress and exiting students.

Initial Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

- A process for identifying needs is included.
- A process for supporting English Language Learners is included.
- Describes the process for establishing IEPs

Pages 36-40

Concerns/Questions

Page

- Does not provide info on how Founders plans to serve gifted students who have IEPs.
- Unclear who will be doing psycho-educational evaluations and re-evaluations.
- P36(b): Appears to have knowledge and experience in supporting the various special populations, but not clear if this was In-House support or if it is based in Del Rey or ResponsiveEd support agreement.

Pages 36-40

Previous Final Concerns:

- Post-Interview response indicated that scaffolding would be utilized for gifted students, but this is inappropriate for gifted students.
- Still not clear who would do the psycho-educational evals, but they did indicate they would hire a psychologists...

Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths/Weaknesses

Page

Strengths: are the same as above, plus, the revised submission further addressed English Language Learners.

Pages 77-87

Weaknesses:

- Still no plan for hiring specialized staff.
- Still missing exiting plans for Students with Disabilities.

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
-A ResponsiveED Student/Parent Handbook (Attch B) was provided and an Offenses and Consequences document (Attch C) was provided.		Pages 41-42
Concerns/Questions		Page
- Will you offer Athletics or Arts programs similar to WCS? -P41(b) & (c): What does “the true” in our world, and “I will honor those things which are good, true, and beautiful” mean? -Attch B, Page 8 of the Student/Parent Handbook: Your student/parent handbook states: “ <i>It is the policy of the school to prohibit discrimination in student admission on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability or the district the student would otherwise attend in accordance with the TEC.</i> ” It does not mention “sexual orientation” as a characteristic for non-discrimination. Attch D, Page 2, has a non-discrimination statement that does not include sexual orientation as a characteristic for non-discrimination. Your Bylaws, Attch F3 (Art 1, Sec 5) also has a non-discrimination statement that does not include sexual orientation as a characteristic for non-discrimination. Your Code of Conduct (Attch F4), does mention sexual orientation as a characteristic for non-discrimination for students, but specifically removes it in the similar paragraph, on the same page, for educators. Does this mean that your school will not admit and/or support staff who identify as LGBTQ? -How do you assess your minority populations for school culture issues?		Pages 41-42 Attch B Attch F
Previous Final Concerns:		
-Parent/Student Handbook provided is from ResponsiveED and was written for Texas. No Tennessee version has been provided for evaluation. -During the Interview, the difference in sexual orientation term between a number of the provided documents listed above was a surprise to the interviewees. No further clarification for the differences has been provided. This raises concern for the proper treatment and safe culture of Williamson County citizens who are LGBTQ seeking enrollment and/or employment in this school. - No response was provided on the question of assessing the minority populations for the effectiveness of school culture efforts.		

Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
- Offenses and Consequences document (Attch C) was provided.		Pages 88-97 Attch C
Concerns/Questions		Page
<p>-Parent/Student Handbook provided is from ResponsiveED and was written for Texas. No Tennessee version has been provided for evaluation.</p> <p>-During the Interview, the difference in sexual orientation term between a number of the provided documents listed above was a surprise to the interviewees. The Parent/Student Handbook (Attch B) provides a non-discrimination notice (Page 11) and a Respect for All statement (Page 13) that does not address sexual orientation as a characteristic requiring respect from all. No further clarification for the differences has been provided. This raises concern for the proper treatment and safe culture of Williamson County citizens who are LGBTQ seeking enrollment and/or employment in this school.</p> <p>- No response was provided on the question of assessing the minority populations for the effectiveness of school culture efforts.</p>		Pages 88-97 Attch B Handbook

1.11 RECRUITMENT AND ENROLLMENT

Characteristics of a strong response:

- The applicant's enrollment policy (**Attachment D**) complies with state law and district policies.
- The applicant outlines a compelling community outreach plan that is likely to foster demand and community support.
- Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.

Initial Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

-A proposed enrollment plan is provided in Attch D

Pages 43-45

Attch D

Concerns/Questions

Page

- Same non-discrimination concerns as stated in Section 1.10 above. The non-discrimination statement in Attch D does not mention sexual orientation (LGBTQ) as a group of students (or staff) that would be protected as targets of inappropriate and offensive behaviors against them..

Pages 43-45

Attch D

Attch D, P1: Indicates that Founders will enroll students who do not reside in Williamson County. This is a violation of WCS Board policy.

Previous Final Concerns:

-Neither the interviewees nor the Post-Interview response provided any clarification to the non-discrimination concerns.

- The Post-Interview response agreed to relook at the non-resident enrollment policy but did not change it.

Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>-A proposed enrollment plan is provided in Attch D.</p> <p>-The revised submission did change to indicate that students will be required to show proof of residency within Williamson County, TN before being eligible for enrollment.</p>		<p>Pages 98-103</p> <p>Attch D</p>
Concerns/Questions		Page
<p>-The revised submission is better, but the same non-discrimination concerns as stated in Section 1.10 above remain. The non-discrimination statement in Attch D does not mention sexual orientation (LGBTQ) as a group of students (or staff) that would be protected as targets of inappropriate and offensive behaviors against them. Thus, the safety of those citizens is of concern.</p>		<p>Pages 98-103</p> <p>Attch D</p>

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT

Characteristics of a strong response:

- There is evidence that community feedback is incorporated in the application.
- There are 3 or more letters of support, MOUs, or contracts with community partners (**Attachment E**).
- The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school.
- The applicant has a well-defined plan for informing and educating parents on school policies.

Initial Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

-None noted

Pages 46-47

Concerns/Questions

Page

-No Attachment E provided
 -The application just points to what it thinks Del Rey Education believes or will do. So, there is no clear plan provided.

Pages 46-47

Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

-The revised submission provided an Atch E with a number of letters of support. While a number of these letters were obviously form letters provided to the families, they at least sent them in. (Pages 104-107)
 -The revised submission included a reasonable plan for community engagement.

Concerns/Questions

-None noted.

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <ul style="list-style-type: none"> - Founders appear to be very dedicated to a classical approach. - P19(a): Focus is on Classical educational model -P34(d): Provides daily academic tutoring after-hours as needed. - P35(e): Provides Saturday School opportunities at least once per month --A process for identifying needs is included. - A process for supporting English Language Learners is included. - Describes the process for establishing IEPs -A ResponsiveED Student/Parent Handbook (Attch B) was provided and an Offenses and Consequences document (Attch C) was provided. -A proposed enrollment plan is provided in Attch D <p>Weaknesses/Questions:</p> <ul style="list-style-type: none"> - Weaknesses are numerous and vary from enrollment policy, alignment with Tennessee standards, laws, and WCS Board policy. <p>Previous Final Strengths/Weaknesses:</p> <p><u>Strengths:</u></p> <ul style="list-style-type: none"> -Founders is clearly dedicated to the Classical approach and their plan attempts to focus uniquely on that. They are trying to algin themselves with a CMO network that apparently has been successful in other locations. <p><u>(If Any) Weaknesses:</u></p> <ul style="list-style-type: none"> -There does not appear to be alignment with Tennessee state standards and law in several places. Their enrollment policy regarding non-residents of Williamson County is problematic. The lack of clarity on inclusiveness of all persons regardless of their sexual orientation is disturbing. Their location search does not appear to be focused on helping WCS to reduce the growing demand for new schools, nor is it targeted where the largest populations of ED and Free and Reduced Lunch qualifiers are in Williamson County, especially with no transportation services to be provided. 		

Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p><u>Strengths:</u></p> <ul style="list-style-type: none"> -Founders is clearly dedicated to the Classical approach and their plan attempts to focus uniquely on that. They are trying to align themselves with a CMO network that apparently has been successful in other locations. -Founders has developed a reasonable Community Engagement Plan that will generate interest. -Founders appears to have resolved the lack of WilCo residency requirements from their previous submission. -Revised submission provided significantly more data on success in other regions. -The revised submission provided evidence of an aligned process for screeners. Including rigorous goals. <p><u>(If Any) Weaknesses:</u></p> <ul style="list-style-type: none"> -There does not appear to be alignment with Tennessee state standards and law in several places. -The lack of clarity on inclusiveness of all persons regardless of their sexual orientation is disturbing. -Their location search does not appear to be focused on helping WCS to reduce the growing demand for new schools, nor is it targeted where the largest populations of ED and Free & Reduced Lunch qualifiers are in WilCo, especially with no transportation services to be provided. -While the revised submission shows there is a core group of families seeking a classical style environment (Page 19), that group is a very small portion of our population of WilCo families. -Despite providing a significant amount of new narrative, the revised submission still does not show that state standards are being met by the proposed curriculum. -Still missing exiting plans for Students with Disabilities. -No response was provided on the question of assessing the minority populations for the effectiveness of school culture efforts. 		

2.1 GOVERNANCE

Characteristics of a strong response:

- The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials.
- The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise.
- The applicant provides for initial and ongoing board training as required by law.
- There is a clear, fair, and transparent process for hearing and handling complaints.
- Governance documents (**Attachments F1-F7**) are complete and align with state laws and district policies.

Initial Application Review

- | | | |
|--|---|--|
| <input type="checkbox"/> Meets or Exceeds Standard | <input type="checkbox"/> Partially Meets Standard | <input checked="" type="checkbox"/> Does Not Meet Standard |
|--|---|--|

Strengths

Page

-The initial Board composition appears to have sufficient experience in the fields indicated and commits to annual board training.

Pages 48-50

Concerns/ Questions

Page

-What are the standards/metrics for academic results that the Board will use to evaluate the school?
 -Qualifications: Bylaws Article III, section 3 indicates that Board members are not required to be residents of Williamson County. Why is that the case? How is local decision-making supported without the Board being a part of the community and understanding community concerns more fully?
 - Code of Ethics (Attachment F4, Paragraph 2) mentions "sexual orientation" as a non-discrimination characteristic for students, but specifically leaves it out from the paragraph for educators. Why are the paragraphs for students and educators identical except for that one classification?
 - Enrollment (Attachment D, Exceptions): It appears you intend to enroll students who do not reside in Williamson County, is that correct?
 - If a target is to provide a classical education to economically disadvantaged students, why is a transportation plan that would get ED students to school a missing part of the application?

Pages 48-50

Previous Final Concerns:

- The Lack of "sexual orientation" as a qualifying non-discrimination characteristic in the Bylaws (Attch F3) and Code of Ethics (Attch F4 - Code of Conduct) for staff is a concern. During the interview Founders thought it was an oversight, yet it is in two spots in the response in different documents, and in the same page of the Code of Ethics the term was missing in one paragraph but not in another...
 - Founders Williamson County residency requirement remains unclear. WCS Board Policy requires students to be residents of Williamson County or pay a tuition charge.

Pages 48-50

Attch F

Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>-The Board composition appears to have sufficient experience in the fields indicated and commits to annual board training.</p> <p>The revised submission expanded upon the circumstances and process for addressing complaints to the Board, and removed or added three people on the Board. But no other substantial changes were made.</p>		Pages 108- 111
Concerns/ Questions		Page
<p>- The lack of "sexual orientation" as a qualifying non-discrimination characteristic in the “enrollment of New Students” section (Atth D, 2nd page), in the Bylaws (Attch F3, Art I, Sec 5) and Code of Ethics (Attch F4 - Code of Conduct, Para 2.c.2) for staff is a concern. During the interview Founders thought it was an oversight, yet it is in two spots in the response in different documents, and in the same page of the Code of Ethics the term was missing in one paragraph but not in another... None of this was changed in the revised submission, thus the concern remains.</p>		Pages 108-111 Attch D Attch F

2.2 START-UP PLAN

Characteristics of a strong response:

- The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget.
- The applicant adequately addresses potential challenges.
- For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.

Initial Application Review

- | | | |
|--|---|--|
| <input type="checkbox"/> Meets or Exceeds Standard | <input type="checkbox"/> Partially Meets Standard | <input checked="" type="checkbox"/> Does Not Meet Standard |
|--|---|--|

Strengths

Page

- Recognizes that facility requirements are the biggest challenge to success at this point.

Pages 51-52

Concerns/Questions

Page

- Challenges: It is not clear if the contingency sites will be available or adequate.
- Are you currently searching for a school site?
- What sites have you identified as potential areas?
- You list two back-up plan sites in the Cool Springs area, but one is 40K-80K per square foot. Neither have land for playgrounds or athletic fields. How much renovation/modification is going to be required?
- Does that site have space for age-appropriate playgrounds and athletic fields?
- Do you have a design consultant helping you with site selection, design of changes, jurisdictional and SFMO approvals, and construction oversight other than Mr. Haas, ResponsivED, and Del Rio?
- There are four months for FFE purchase and delivery. Do you have a supplier that can meet that timeline given current supply chain issues?
- Paragraph 2 states that many teachers are not equipped to teach in a classical school. Given the already difficult teacher shortage, how can you be sure you will get the caliber teachers you will need?
- Under Academics expectations, it is stated that it can take up to four years to fully implement the classical teaching methods. Is that every year for incoming students or just the initial start up of the school?

Page 51-52

Previous Final Concerns:

- Previous concerns remain. Post-interview responses to FFE concerns assume that ResponsiveED will solve any FFE shortfalls.
- Start-up budget does not provide the level of detail required to determine sufficiency particularly with respect to initial facility needs.

Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
- Recognizes that facility requirements are the biggest challenge to success at this point.		Pages 112-114
Concerns/ Questions		Page
<p>-Previous concerns remain. Post-interview responses to FFE concerns assume that ResponsiveED will solve any FFE shortfalls.</p> <p>-Start-up budget does not provide the level of detail required to determine sufficiency particularly with respect to initial facility needs. The Year-0 budget shows total expenses of \$1,166,038 but no funds to construct or renovate a facility, and only \$1,300,000 of revenues for that year from yet unidentified sources.</p> <p>- The “Year Zero” paragraph (Page 112) was added in the revised submission. It indicates that the founding Head of School will be hired in time to start working full time in September 2023, yet the school is targeted to open in August 2023...??? This may be a misprint and meant to refer to the “Head Master” position shown in the table on Page 112, to be hired by October 2022, but both these bits of info were new to the revised application and presumed to be intentional. So, which is it? Section 2.4 Personnel/Human Capital (Page 120, Para a.) appears to clarify this by stating that both the Head of School and the Executive Director will be in-place 9-months before school opens, so October 2022. However, on the next page (Page 121, 1st para) the revised submission states that the Head of School will start no later than December 2022...???</p> <p>-Acquisition of a school site was added in the revised submission and indicated at final date of October 2022 for purchase/lease, with permitting for the necessary construction/renovation work to be done that same month. Yet, no firm site (temporary or interim) has been finalized and, to-date, no design work for the necessary construction/modifications has been done. The current construction/renovation market in the Nashville/WilCo area is very expensive at the moment with new school construction bids approaching \$300/SF. While renovation costs will be less, the bidding market is demanding very much higher costs than just a year ago. So, the facilities timeline for an August 2023 school start is still very concerning. This makes parts of the rest of the timeline somewhat suspect as the facility the new hires will need to work in may not be available.</p> <p>- A third back-up site, located on Duke Drive in the Cool Springs area, has been added to the revised submission. Like one of the other back-up sites, this 3rd site currently has occupants in it, and like both the other two sites it has no space for playgrounds or other outside grass area for activities.</p> <p>- Paragraph 2 (Page 113) states that many teachers are not equipped to teach in a classical school. Given the already difficult teacher shortage in Tennessee coupled with the high cost of living in WilCo, how can Founders be sure they will get the caliber teachers they’ll need?</p>		Pages 121-114

2.3 FACILITIES

Characteristics of a strong response:

- Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget.
- The applicant demonstrates expertise in facilities acquisition and management, either internal or external.
- The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility.
- The applicant has identified a realistic facility contingency plan.

Initial Application Review

Meets or Exceeds Standard Partially Meets Standard Does Not Meet Standard

Strengths

Page

-Claims that ResponsiveED’s facilities group has a strong record of finding and operating adequate facilities.

Pages 53-55

Concerns/Questions

Page

-Anticipated enrollment of 1,028 is shown on P17, but your budget template shows 1,128 by Yr-5. Your response to item 2.3(b) says 950 students. Which is it?

-Purchase 85KSF (p53), Cool Springs, Berry’s Farm, Nolensville. - Estimates \$24M in facility costs over 30-years (p53).

- \$1.3M/yr on facility – after purchase/build? (p53). Budgeting \$2M+/yr (p210)

- Charter Approval in Apr ’22, thus, 16-mos to get a facility ready for school – with no current design in-place.

-P53(a): Describe Your Facility Needs: The response template asks you to describe the number of classrooms, SF/Classroom, Classroom types, SF per of additional school space such as science labs, art rooms, auditorium, main office, etc. Your submission didn’t do that, why? How do you know what you’re looking for?

-What is the classroom sizes (students per grade) you are planning for?:

-Budget (P210) shows the need for 36 classrooms to start K8 in Yr-1 with 728 students (20 Students/CIRm), ramping up to 52 classrooms K12 by Yr-5 with 1,128 Students (21.7 Students/CIRm.) So, at 34SF/Student x 21.7 Students per room = 738SF/CIRm. So, 738SF/CIRm x 52 CIRms = 38.4KSF net just for classrooms? At 20% for ancillary spaces (hallways, restroom, MEP closets,..) the need is 46.1KSF just for classroom wings. Other needs such as Café, Gym, Media, Office/Clinic, Storage, etc., are not addressed. SPED classroom needs are not addressed.

-P53(b): Facility vs. Proposed Budget: You state that your proposed budget is trying to keep facility expenses under 15% of the anticipated state budget of (\$9M/yr = \$9.5K/student x 950 Students) thus \$1.35M/yr. Given the current cost of construction now in WilCo (\$271/SF for schools x 85KSF = \$23M or all of the first 2.4-years of state funds) just for a building. How do you intend to stay under that 15% target while constructing a building and purchasing the land for it?

-P54(f): Facilities Timeline: Start-Up Timeline shows different dates/timeframes for facilities selection, construction, outfitting than the plan on P54. Which is correct?

-P54(g): Back-up Plan Sites: They are small. How do you know they will be available? No area for athletics or age-appropriate playgrounds.

Page 53-55

Previous Final Concerns:		
<p>-Interview response did not provide any information on the facility requirements asked for in paragraph (a) of Section 2.3.</p> <p>-Post-interview response indicated strong reliance on philanthropy to cover shortfalls beyond stated facility budget. This response provided no firm info with respect to actual sites being considered/negotiated, thus, there is nothing provided to us that we can evaluate.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
<p>-Claims that ResponsiveED’s facilities group has a strong record of finding and operating adequate facilities.</p> <p>-Post-interview response provided annual audit report for ResponsiveED that shows large facilities portfolio in Texas.</p> <p>-Revised submission provided a bit more answers to the questions asked in the application and modified some of the application. The revised submission added more narrative relative to Founder’s reliance on ResponsiveEd’s experience in successfully opening 20 such charter schools in Texas using various facility configurations.</p>		Pages 53-55
Concerns/ Questions		Page
<p>-Revised submission indicates the need for a facility with at least 24 classrooms (680SF/class) for the initial K-8 year. That minimum classroom requirement goes to 30 for Year-2 and increases to 39 by Year-5 for K-12. Initial focus is to find at least 35KSF of space mixed into various facilities (churches, retail, office, etc.)(Page 117). That mix further complicates the oversight, security, and operational support requirements for supporting the students and staff.</p> <p>-Revised submission has reduced the enrollment projections by about 122 students. Thus, the revenue projections are a bit lower. But the projected facility related expenses have been reduced by close to half what they were, with no reduction in the facility requirement. This change appears to have come from the projected rental costs which have dropped by over \$1M/yr with no explanation on how/why that took place. Presumably from getting church locations to lease vice commercial property, or adjusting their new construction goals...???</p> <p>-The revised Year-1 budget projects \$600,000/yr for rent (down \$1.1M from the original submission of \$1.7M). At 35KSF minimum space, that’s \$17/SF rent cost. Year-5 budget projects \$650,000/yr for rent (again, down \$1.05M from the original submission), with an anticipated need for, presumably, 85KSF (Page 115), results in \$7.65/SF rent cost. These are unrealistic expectations given what WCS has observed in the current market prices in WilCo for commercial space, particularly in the targeted Cool Springs area. It’s hard to believe that even churches with available weekday space would lease property at less than \$8/SF. None of these rental costs include utilities or custodial costs projected at over \$300,000/yr, which would move the Year-5 rental cost toward \$13/SF, a figure that is still very low against the current market.</p> <p>- Security entry control and surveillance upgrades are mentioned, but there does not appear to be any funds budgeted for them.</p> <p>-Attachment O - Budget Narrative (Facilities para) indicates that Founders intends to rent space(s) for the first 5-years and anticipates needing to move to a larger facility in Year-4. So, whatever renovations are</p>		Pages 115-119

necessary to move into the initial (incubation) space(s) for Years 1 thru 3, the cost of those renovations will be lost or maybe rolled into rent reductions from the lessor for those years.

-Revised submission indicates that a 92KSF facility has been located in the Cool Springs area, but the exact location was not shared. Estimated rental cost for this 92KSF facility would be around \$7/SF based on the budgeted rental figures, with utilities, custodial, and necessary renovation costs on top of that, again, a very low rate for the current market. It also identifies the Duke Drive facility and mentions, but does not identify, two other large church locations.

- Unfortunately, no specific location has been shared with the evaluation committee, thus we are unable to fully evaluate the adequacy of the site(s), nor what level of renovations will be required in order to evaluate the sufficiency of the timeframe/budget Founders has presented for an August 2023 opening.

2.4 PERSONNEL/ HUMAN CAPITAL

Characteristics of a strong response:

- The school’s organizational chart (**Attachment G**) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.
- Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (**Attachment H**).
- Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community.
- Compensation packages are likely to attract and retain qualified staff.
- The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements.
- The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover.
- The employee manual and personnel policies (**Attachment I**) are complete and effective.
- Staffing projections for each year are robust, aligned with the educational program and conducive to the school’s success.

Initial Application Review

- | | | |
|--|---|--|
| <input type="checkbox"/> Meets or Exceeds Standard | <input type="checkbox"/> Partially Meets Standard | <input checked="" type="checkbox"/> Does Not Meet Standard |
|--|---|--|

Strengths

Page

-None noted

Pages 56-59

Concerns/Questions

Page

- No detailed Org Chart provided in Attachment G
- Not clear that the recruiting and hiring practices are likely to result in diverse leadership or staffing that reflects the student body.
- No policy provided for addressing unsatisfactory leadership or teacher performance and turnover.
- No employee or personnel policy manual is provided.

Page 56-59

P56(a):

- Attach G says that Founders is unable to project what the Org Chart positions will be because they don’t know what the needs of the school and students will be. If ResponsiveED has so much experience in running classical schools in other areas, what makes WCS students so different that you can’t project the Organization you’ll need?
- Will your Scope & Sequence change once you fully assess Williamson County students?
- Professional Employer Organization (PEO): ResponsiveED will do all HR, payroll, and PD. Has ResponsiveED managed any Charter Schools in Tennessee before?

P56(b): In paragraph (a) you state that Del Rey will hire the ExDir, but in paragraph (b) you state that ResponsiveED will do the search for the school’s Headmaster. Who is the hiring authority? What experienced Williamson County Educators and Instructional Leaders will be involved in this selection process?

P56(c): Recruiting:

- Leans on outside agencies like ResponsiveED to do hiring of instructional staff too, not just operational staff.
- No previous achievement data provided, even from other ResponsiveED or Del Rey’s other classical schools.

P57(d): Hiring Teachers: You state that it's important that students see teachers who can relate to their backgrounds and experiences. What is your policy on hiring and retention of openly LGBTQ staff members?

P57-58(g): Unsatisfactory leadership or performance: Who is managing this school? Who will actually make the decisions on termination? Is ResponsiveED the defacto organization in-charge?

P58(j): Employee Manual as Attach J: You did not provide a manual. Couldn't you have included a hyper link to this employee manual and personnel policies?

P59 Chart: No clarity on what "Specialized School Staff" and "School Operations Support Staff" that will be hire in Yr-1 and Start-up respectively

Previous Final Concerns:

-Post-interview response did not explain why the Org Chart can't be better defined now. It is understandable that some tweaking may be required after school starts and some specific or specialized functions are better defined, but if ResponsiveED has started 80 schools then the basic needs are known regardless of if this is the first ResponsiveED school in Tennessee.

-Post-interview response did not provide a detailed breakout of how the ResponsiveED fee budget would be allocated by area as was requested.

Final Application Review

Meets or Exceeds Standard | Partially Meets Standard | Does Not Meet Standard

Strengths

Page

-The revised submission provides new explanation on the functions of the Head of School.
 -The revised submission indicates (in Page 122, 2nd Para) that Founders is working with the Professional Educators of Tennessee to develop a specific "classical" teacher training and certification program. It's not clear why that is needed but it does follow with Founders intent in Section 2.11 (Page 145) which indicates their intention for some waiver flexibility with regards to licensure of leadership personnel.

Pages 120-125

Concerns/ Questions

Page

-As with the original submission, the revised submission did not provide an organization chart for the school itself (Atch G) but repeated the previous statements that ResponsiveEd will be providing all HR and supervisory services for all staff. It's still unclear how the entities of Head of School, ResponsiveEd, Del Rey, and the Board work and who locally is in-charge of academic programs.

Pages 120-125

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: <ul style="list-style-type: none"> Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. The applicant proposes a thoughtful plan for professional development to address special and diverse populations. The professional development plan supports professional growth, generates collaboration, and cultivates future leadership. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
-None noted		Pages 60-62
Concerns/Questions		Page
- P60(b): ResponsiveED will do all 's PD? -P61(d): Does your budget cover the extensive the summer pre-training? How long is this training? Where will it be done? -P61(e): You state that <i>“In our most diverse campuses where whites are in the minority or only slight majority, we have found this consistent whole group approach has year in and out met our standards of excellent performance.”</i> What are your standards of performance relative to diverse, inclusive and cultural groups? Does your personnel hiring and student candidate policies support openly LGBTQ persons? - How have you verified that the minority groups feel your performance in diverse, inclusive and culture is satisfactory and supportive of those minority groups? Previous Final Concerns: - Interview response to the standards of performance on diversity, and efforts to gain feedback from minority groups on their view of that performance, was not convincing. There does not appear to be awareness of the need to seek that feedback in order to reassess the actual effectiveness of the "whole group approach" to diversity, inclusiveness, and culture. -Post-Interview response to PD questions did not provide more detail on the PD program		Page 60-62
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
-The revised submission provided more information on the PD program. -The application does include twenty days of professional development with detailed planning for how needs will be defined and how the twenty days of PD will be utilized. Daily schedules are provided where appropriate.		Pages 126-131

Concerns/ Questions	Page
<ul style="list-style-type: none"> -No new information was provided in response to concerns described above in the “<i>Previous Final Concerns</i>” section with evaluating the success of the “whole group approach” to diversity efforts. -No information has been provided on PD training in the area of Students with Disabilities. -This section of the application is now well developed, but still misses the details on how students served with an IEP or ELL programming will have their specific needs met through a specific PD plan for their teachers. -The plan is missing detail on how training of teachers will be conducted for students with disabilities that require an IEP. Initial interview responses on this topic also failed to give specifics. 	Pages 126-131

2.6 INSURANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
-The coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors.		Page 63
Concerns/Questions		Page
- Nothing provided in Attach J - P63(b): Do you intend to have school athletics? If so, when and what kinds and levels? Previous Final Concerns: - Post-interview response indicated that typically Founders does not provide athletics in sports that produce higher levels of concussions. So no: football, volleyball, soccer, basketball as these are sports with higher levels of concussion.		Page 63
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
-The coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors.		Page 132
Concerns/ Questions		Page
-The revised submission made no changes relative to the question on coverage for contact sports programs, specifically for the middle and high school football, volleyball, soccer, and basketball.		Page 132

2.7 TRANSPORTATION – IF APPLICABLE

Characteristics of a strong response:

- The applicant’s transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable.
- The applicant has a sound plan for oversight of its transportation operations.
- The applicant has a plan for transporting special needs students where necessary.
- The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.

Initial Application Review

- | | | |
|--|---|--|
| <input type="checkbox"/> Meets or Exceeds Standard | <input type="checkbox"/> Partially Meets Standard | <input checked="" type="checkbox"/> Does Not Meet Standard |
|--|---|--|

Strengths

Page

-None noted

Page 64

Concerns/Questions

Page

- Will not provide transportation.
- Will charter buses or have parents drive to extracurricular or after school activities.
- Will Charge Participation fees.

Page 64

-In your Section 1.1 Mission/Vision statements (P13) you say your vision is to make a classical education accessible to every family that desires it. In your Section 1.2 Enrollment statements (P17) you stated that making classical education accessible to ED and Black students was part of your goal. How do you plan on doing that if you don’t provide transportation services and or charge participation fees? Are you really only targeting the population that has the income to cover those costs?

P64(d): You did not provide a separate answer question 2.7(d) about not providing transportation. Do you have any other plans other than just not doing it?

Previous Final Concerns:

- Post-interview response only committed to explore option of transportation services on a limited basis. This is not serving all students of Williamson County equally.
- Post-interview response to the question of how the facility search in Cool Springs, Berry Farms, and Nolensville was going to be helpful and supportive of our ED and Free & Reduced qualifying families since they don’t live in those areas, highlighted Founders lack of understanding of the Williamson County needs. The follow-on statement that Founders did this to avoid drawing students from district schools in areas that are already established and successful is further indication that Founders does not understand our county school's laydown and performance. Finally, the post-interview response that Founders is open to working with WCS in other areas where WCS feels its schools are struggling and classical education would be a better fit, further shows a lack of understanding of our county and school system.
- The post-interview response to why transportation services is not being offered to Students with Disabilities with special transportation in their IEPs is concerning as this is a requirement.

Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>-The revised submission committed to providing transportation to students with IEP that require it and has placed funds in the budget to support those IEP needs.</p>		Page 133-134
Concerns/ Questions		Page
<p>-While the revised submission provided a fair amount of new information on common practices at other Founders schools, as well as some data from about 90 WilCo parents they have surveyed, Founders still does not plan to provide any transportation services to the students who would attend their proposed school.</p> <p>-While they are trying to find facilities in the central area of WilCo, those facilities would not be in the same area as the lower achieving WCS schools they list on Page 23, which are also areas with our highest percentages of economically disadvantaged families. So, Founders' position to not provide transportation services appears to be in conflict with Founders' intent of providing classical education to those who want it but can't afford to pay for it, in particular, they appear to have dropped the focus on economically disadvantaged families they had in the original submission. Is this proposal really only for those families who can afford to transport their children to this school...?</p>		Page 133-134

2.8 FOOD SERVICE

Characteristics of a strong response:

- The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines.
- The applicant explains how it will collect free and reduced-price lunch information from families.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths

-None noted	Page 65
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Concerns/Questions

<p>-Provides the name of a food service vendor, but that vendor's website provides no details</p> <p>- No F&R or NSLP revenue shown in the budget.</p> <p>-Does not appear to understand the process of applying for approval to run a NSLP? (process through the State Nutrition Office will take many months, and it doesn't show up on the start-up plan.</p> <p>-If the facility leased does not have a kitchen, what changes will that make in your food services plan? (such as temperature control plan?)</p> <p>-In paragraph (b) the application indicates that “the campus administrative assistant will be responsible for preparing and serving student meals,...” But in Section 2.4 Salary Ranges chart a Nutrition Services position is shown. Which one is responsible for Food Services? When will they be hired?</p> <p>-Advertising a Food Service RFP is not shown in the start-up timeline. When is that scheduled for?</p> <p>-Needs clarity on Free & Reduced plan.</p> <p>- No food service vendor expenses are shown in the Budget documents.</p> <p>-Attch B, (Page 10): Student Handbook: What does “designated lunch alternative” mean?</p> <p>Previous Final Concerns:</p> <p>-Post-interview response indicates that if full Free or Reduced meals are required then Founders will expect support from the district to ensure meals are provided. This appears to indicate that Founders is not prepared to provide the necessary food services.</p> <p>-Post-interview response to the question of what changes will be made if the facility chosen does not have a kitchen, indicated that students would be required to bring their own lunch. This is unacceptable.</p> <p>-Post-interview response to what a “<i>designated lunch alternative</i>” is (Attch B, Page 10), is unacceptable treatment of students who for whatever reason cannot pay for a lunch.</p>	Page 65
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Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
-None noted		Page 135
Concerns/ Questions		Page
<p>-The revised submission did not offer any changes or explanation for the concerns raised in the “<i>Previous Final Concerns</i>” listed above. Those concerns remain.</p> <p>-No proposed cost/meal is provided. [WCS will charge \$3.75/lunch for SY ‘22-‘23.]</p>		Page 135

2.9 ADDITIONAL OPERATIONS

Characteristics of a strong response:

- The applicant provides a detailed plan for using technology within the classroom and for state assessments.
- The applicant provides a compelling data management plan that protects the privacy of student information.
- The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse.
- The applicant outlines detailed safety and security plans for students, staff, guests, and property.
- The applicant specifies a maintenance plan for school facilities.
- For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.

Initial Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

-Shows a Safety official position in the Salary Ranges chart on Page 58 (Page 124 of the revised submission), but no more detail of this person's functions.

Page 58

Concerns/Questions

Page

-66(a) Technology Support: You did not provide any information on Staff or Student technology support plans. Your budgets indicate you will only provide 40 laptop computers for student assessments. That's 40 laptops for over 1,000 students. Is that your plan?

Page 66-67

-Attch B (P69) Student Handbook: While your parent/student handbook lists extensive access to on-line resources as beneficial to students, you have a surprising lack of devices. Why the dichotomy?

-P66(b): Student Information Management: You provided no information on the SIM system you plan to use. What system do you plan to use? Is it CIPA compliant?

School Health & Nursing: Application did not provide any information on Health & Nursing. Budget shows no funds budgeted for Health Services or Coordinated School Health. Are you assuming you will not accept students who require some health procedure during the school day?

-P58 (Page 124 of the revised submission) Salary Ranges chart shows a Safety Official. Who is this and what is this person's responsibilities?

-P66(e) Maintenance: You only state 1-2 custodians. How will facility electrical, HVAC, and plumbing be maintained?

- Building Decorum: Your year-1 budget shows \$37K in facilities for Building Decorum. What is that?

Previous Final Concerns:

-We understand that the Classical approach minimizes the use of technology, but the State of Tennessee requires all assessment testing to be done on-line. Only 40 computers for over 1,000 students does not prepare them for this testing.

-Network information does not mention CIPA compliance.

-Plan to only hire a school nurse if there are over 300 students appears to assume Founders will not accept students with special medical needs. No mention of CSH program.

-Post-interview response to level of Maintenance staff is indicative of not knowing what facility they will be using at this time

Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>-The revised submission commits to providing a full-time Nurse on campus, but there is no salary or health supplies info found in the proposed budget.</p> <p>-Commits to comply with FERPA.</p> <p>- Shows a Safety official position in the Salary Ranges chart on Page 124 of the revised submission, but no more detail of this person’s functions. Intends to utilize The Vigilance Group for staff security training.</p> <p>-Post-interview response indicated the potential to use <i>Skyward</i> as an SIS platform, but it was not mentioned in the revised submission.</p>		Page 136-138
Concerns/ Questions		Page
<p>-No change on the Technology target of only 1 computer for every 4 students. While we understand that the Classical approach minimizes the use of technology, the State of Tennessee requires all assessment testing to be done on-line. Only 40 computers for over 1,000 students does not prepare those students for this testing, nor does leasing additional devices just for testing days.</p> <p>-No mention of CIPA compliance.</p> <p>-No Salary info in the budget for a full-time Nurse, nor are there any health services expenses in the budget, particularly for CSH.</p> <p>-No DRAFT safety plan was submitted, not even a copy of one from a similar ResponsiveEd school in another state.</p>		Page 136-138

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> • If the school plans to contract with a CMO, the applicant describes the service provider’s educational and management success and the rationale and process for selecting the CMO. • There is a clear division of roles between the board and the CMO. • There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. • If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
-Claims ResponsiveED and Del Rey Education have strong records of performance.		Page 68-71
Concerns/Questions		Page
-Attch K MOU Page 3, Section 3, Para 1: What does the term “moral” mean in this MOU? -Budget Sheets: ResponsiveED will do many Administrative and Operations management functions not the local staff. -P69: ResponsiveED will do the majority of school administrative and operational areas. For 12% of the BEP? Whose Board is running this school - the local Board listed on P50 or Del Rey or ResponsiveED)? -P70: ResponsiveED gets 12% of the BEP revenues. Facilities under 15% (P53). -Attch K is only two pages with lists of topics and functional areas. No details are provided on budget allocations to those areas. So WCS is unable to evaluate.		Page 68-71 Attch K
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
-Claims ResponsiveED and Del Rey Education have strong records of performance. -Revised submission provided an Attch K document. This nonbinding MOU with Service Agreement gives much better definition of the responsibilities of ResponsiveEd (service provider) within the agreement with Del Rey (the charter school).		Page 139-142

Concerns/ Questions	Page
<p>-CMO agreement provided with the revised submission is a “nonbinding” agreement between ResponsiveEd and Del Rey. ResponsiveEd has not signed the MOU.</p>	<p>Page 139-142 Atch K</p>

2.11 WAIVERS		
Characteristics of a strong response: <ul style="list-style-type: none"> Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
-No waivers requested.		Pages 72-73
Concerns/Questions		Page
- Does this mean you will teach to the Tennessee State academic standards? Previous Final Concerns: -Post-interview response indicates that <i>Core Knowledge Sequence</i> will be used and is currently in use by 11 charter schools in Tennessee. But, those schools required waivers to use <i>Core Knowledge Sequence</i> , so Founders will need to seek waivers.		Pages 72-73
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
-No waivers requested.		Pages 143-145
Concerns/ Questions		Page
-Post-interview response indicates that <i>Core Knowledge Sequence</i> will be used and is currently in use by 11 charter schools in Tennessee. But those schools required waivers to use <i>Core Knowledge Sequence</i> , so Founders will need to seek waivers. -The revised submission indicates Founders will now request 8 waivers for various items. The rationale for the waivers is Founders' assertion that they need the waivers in order to execute their curriculum and hire/maintain the highest quality staff. No convincing rationale is provided as to why Founders should not have to comply with the same state requirements that all other school systems in Tennessee have to comply with and still hire the highest quality teachers.		Pages 143-145

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY

Characteristics of a strong response:

- The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments.
- There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity.
- The applicant clearly describes results of past replication efforts, including how the network has addressed challenges.
- There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization’s stated outcomes.
- The applicant provides a comprehensive annual report for the network (**Attachment L**).

Initial Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

Page 74

Concerns/Questions

Page

Not Applicable as shown, but extensive reliance of Del Rey and ResponsiveEd networks is clearly presented all through the application.

Page 74

Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

Page 146

Concerns/ Questions

Page

-Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.

Page 146

2.13 NETWORK MANAGEMENT

Characteristics of a strong response:

- The leadership team is identified, together with their roles and responsibilities.
- As **Attachment M**, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization.
- The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network.
- The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.

Initial Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

Pages 75-77

Concerns/Questions

Page

Not Applicable as shown, but extensive reliance of Del Rey and ResponsiveEd networks is clearly presented all through the application.

Pages 75-77

Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

Pages 147-149

Concerns/ Questions

Page

-Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.

Pages 147-149

2.14 NETWORK GOVERNANCE

Characteristics of a strong response:

- 1) If there is a network board that operates as the main governing body with each school having an advisory committee:**
 - Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network.
 - Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely.
 - Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools.
 - There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s).
- 2) If there will be one governing board for all schools at the local level:**
 - Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary).
 - A copy of the by-laws and organizational chart is included.
 - There is a clear, thorough plan to transform the board's membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities.
 - There is a plan in place for board training as required by Tennessee law.

Initial Application Review

- | | | |
|--|---|---|
| <input type="checkbox"/> Meets or Exceeds Standard | <input type="checkbox"/> Partially Meets Standard | <input type="checkbox"/> Does Not Meet Standard |
|--|---|---|

Strengths

Page

Page 78

Concerns/Questions

Page

Page 78

Not Applicable as shown, but extensive reliance of Del Rey and ResponsiveEd networks is clearly presented all through the application.

Final Application Review

- | | | |
|--|---|---------------------------------|
| <input type="checkbox"/> Meets or Exceeds Standard | <input type="checkbox"/> Partially Meets Standard | X Does Not Meet Standard |
|--|---|---------------------------------|

Strengths

Page

Page 150

Concerns/ Questions

Page

Page 150

-Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS

Characteristics of a strong response:

- Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success.

Initial Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

Pages 79-81

Concerns/Questions

Page

Not Applicable as shown, but extensive reliance of the Del Rey and ResponsiveEd networks is clearly presented all through the application.

Pages 79-81

Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

Pages 151-153

Concerns/ Questions

Page

-Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school, particularly in hiring and training teachers.

Pages 151-153

2 OPERATIONS LAN AND

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <ul style="list-style-type: none"> - Claims ResponsiveED and Del Rey Education have strong records of performance. <p>Weaknesses/Questions:</p> <ul style="list-style-type: none"> - Extensive weakness and lack of detail provided. - Facility needs not clearly described. Vague plan for getting a facility ready for school. - Unclear who is actually running the school. - Significant shortfall in funding and planning for numerous operational functions. 		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Previous Final Strengths & Concerns:</p> <p>Strengths:</p> <ul style="list-style-type: none"> - The initial Board composition appears to have sufficient experience in the fields indicated and commits to annual board training. - Recognizes that facility requirements are the biggest challenge to success at this point. - Claims ResponsiveED and Del Rey Education have strong records of performance. - Post-interview response provided annual audit report for ResponsiveED that shows large facilities portfolio in Texas. - The insurance coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors. - Shows a Safety official position in the Salary Ranges chart on Page 58, but no more detail of this person's functions. - No waivers requested. <p>(If Any) Weaknesses:</p> <ul style="list-style-type: none"> - Many issues and questions remain unanswered at this time. Most significant issues include the following: <ul style="list-style-type: none"> - Location and ability to fund the lease and/or construction costs of the facility. Heavily reliance on philanthropy and/or ability to issue bonds as a start-up makes the facilities piece of the plan uncertain. 		

- Lack of firm definition of facility needs requested in Section 2.3 leaves the question of does Founders really know what they are looking for.
- The goal of helping WCS with the ED and Free & Reduced populations with Classical education is stated as reason for searching for facility opportunities in the Cool Springs, Berry Farms, and Nolensville areas, but this is inconsistent with where those target populations live in WCS.
- The fallback locations will require significant renovations, and they have no space for age-appropriate playgrounds nor any kind of athletic fields for PE much less athletic programs.
- The lack of a viable transportation plan, even for Students with Disabilities, is a large shortfall.
- The lack of a viable and fundable food service plan is of significant concern, especially when comments of the alternative lunches, bring-your-own-lunches, and coordinating with WCS Food Services Department are the fallback options.
- The lack of a robust network and/or computer devices is of concern given the Tennessee requirement for on-line assessments.
- The lack of a School Nurse, even when they are anticipating opening the school with well over 300 students, several of which will most likely have daily medical procedure requirements, is a large deficiency on top of the lack of a Coordinated School Health program as required by the state of Tennessee.
- The omissions and confusion within the non-discrimination statements with regard to sexual orientation is of significant concern from a student and staff safety perspective. These citizens' rights should be protected by this school as they are concerns we face within WCS.
- No waivers were requested, yet waivers will be required for *Core Knowledge Sequence* that Founders plans to use.
- Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school. This leads to the question of who will be running this school? Will it be under local control or network control...???

Revised Submission Strengths & Concerns:

Strengths:

- The initial Board composition appears to have sufficient experience in the fields indicated and commits to annual board training.
- Recognizes that facility requirements are the biggest challenge to success at this point.
- Claims ResponsiveED and Del Rey Education have strong records of performance.
- Post-interview response provided annual audit report for ResponsiveED that shows large facilities portfolio in Texas.
- The insurance coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors.
- Shows a Safety official position in the Salary Ranges chart on Page 58, but no more detail of this person's functions.
- Shows a Nurse position now budgeted, but no budget for health services equipment/material or CSH program expenses.

Weaknesses:

- Numerous.
- Unclear policy on protections from abuse for sexual orientation choices.
- No clarity on where the school's start-up location will be, thus no way to evaluate it.
- Unrealistic facilities cost estimates for the WilCo market.
- Two of the three back-up sites currently have tenants.
- Unrealistic teacher hiring expectations for the self-assessed difficult challenge of hiring teachers qualified to teach the Classical curriculum.
- Insufficient funds to make the necessary renovations to a leased facility.
- No budget for security mods.
- No clarity on how the school will be managed, nor who locally is in-charge of academic programs and success.
- No information provided on PD training in the area of Students with Disabilities.
- No viable transportation plan, particularly for Economically Disadvantaged students.
- No food service vender expenses shown in budget. No Clarity on the Free and Reduced plan. Contracting for food services but no budget for it.
- No robust technology plan to support the Tennessee assessments.
- No salary for a full-time Nurse.
- No DRAFT Safety Plan provided.
- Now planning to apply for numerous waivers, but no convincing rationale why those waivers are necessary.
- No Network responses even though ResponsiveED and Del Rey Education networks are clearly going to be critical parts of the school.

3.1 & 3.2 CHARTER SCHOOL FINANCING

Characteristics of a strong response:

- The budget worksheet (**Attachment N**) contains reasonable assumptions and budget numbers that reflect all startup expenses.
- The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits.
- Sound criteria and procedures are in place for selecting contractors for any administrative services.
- There is a high level of financial expertise amongst the applicant's internal and external team members.
- The start-up and five-year operating budgets are complete, realistic and viable.
- The applicant's budget narrative (**Attachment O**) clearly explains and supports all revenue and cost assumptions.
- The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.

Initial Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

- Anticipates a \$1M gift to get started.
- Anticipates a ~\$230K net cashflow after Yr 1.

Pages 82-83

Concerns/Questions

Page

- Yr 2-5 Budget anticipating to find facility for \$20-\$25 per SF. This is not realistic based on our similar search efforts in the Cools Springs area last year.
- Network budget seems vastly underfunded compared to what WCS does.
- No Nurse or School Health or CSH lines in budget.
- Yr 1-5 Staff assumptions has \$15K for "Other" staff and Inst Staff of ~\$40K for "Other". What is the "Other" for?

Pages 82-83

Previous Final Concerns:

- Post-interview responses did not resolve concerns about lack of sufficient start-up funds, particularly for facilities and operations needs.
 - Interview responses showed expectation that philanthropy and bond issues will solve funding shortfalls. But no source of such philanthropy was identified

Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

- Anticipates a \$1M gift to get started.
- Anticipates a ~\$722K net cashflow after Yr-1.
- Apparent financial expertise exists within the proposed organization.

Pages 154-155

Concerns/ Questions	Page
<ul style="list-style-type: none"> -Founders couldn't figure out the Atch N tool. -No financial policies provided. -No sound criteria and procedures for selecting contractors for administrative services other leaning on Dey Rey Education and ResponsiveEd. -Not clear when they would receive state funds and how that would support their revenue expectations. -No Food Services contract funds budgeted. -No salary or supplies budgeted for Nurse and health supplies, including no CSH funds. -Rental costs were reduced by about \$1M/yr (close to half) on the revised submission with no explanation why. 	Pages 154-155

3 – FINANCIAL LAN AND

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
		Pages 84-85
Concerns/Questions		Page
- Not applicable as stated, but heavily dependent on the services of Del Rey Education and ResponsiveED.		Pages 84-85
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
		Pages 156-157
Concerns/ Questions		Page
-As in Sections 2.12-2.15, no network plan is presented although Founders will clearly depend on the ResponsiveED and Del Rey Education networks for significant portions of starting and running this school. No response was provided to our specific question about this, so we have no detailed information to evaluate.		Pages 156-157

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <ul style="list-style-type: none"> -Anticipates a \$1M gift to get started. -Anticipates a ~\$230K net cashflow after Yr 1.. <p>Weaknesses/Questions:</p> <ul style="list-style-type: none"> -Yr 2-5 Budget anticipating to find facility for \$20-\$25 per SF. Not realistic based on our efforts last year. - Network budget seems vastly underfunded compared to what WCS does. -No Nurse or School Health or CSH lines in budget. - Yr 1-5 Staff assumptions has \$15K for "Other" staff and Inst Staff of ~\$40K for "Other". What is the "Other" for? <p>Previous Final Strengths/Weaknesses:</p> <p><u>Strengths:</u></p> <ul style="list-style-type: none"> -Anticipates a \$1M gift to get started. -Anticipates a ~\$230K net cashflow after Yr-1. <p><u>(If Any) Weaknesses:</u></p> <ul style="list-style-type: none"> -Post-interview responses did not resolve concerns about lack of sufficient start-up funds, particularly for facilities and operation's needs. -Interview responses showed expectation that philanthropy and bond issues will solve funding shortfalls. But no source of such philanthropy was identified. - As in Sections 2.12-2.15, no network plan is presented although Founders will clearly depend on the ResponsiveED and Del Rey Education networks for significant portions of starting and running this school. No response was provided to our specific question about this, so we have no detailed information to evaluate. 		

Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p><u>Strengths:</u></p> <ul style="list-style-type: none"> -Anticipates a \$1M gift to get started. -Anticipates a ~\$722K net cashflow after Yr-1. <p><u>(If Any) Weaknesses:</u></p> <ul style="list-style-type: none"> -Post-interview responses did not resolve concerns about lack of sufficient start-up funds, particularly for facilities and operation's needs. In-fact, facilities costs have been reduced with no reduction in requirement. -Interview responses showed expectation that philanthropy and bond issues will solve funding shortfalls. But no source of such philanthropy has been identified. - As in Sections 2.12-2.15, no network plan is presented although Founders will clearly depend on the ResponsiveED and Del Rey Education networks for significant portions of starting and running this school. No response was provided to our specific question about this, so we have no detailed information to evaluate. -Founders couldn't figure out the Atch N tool. -No financial policies provided. -No sound criteria and procedures for selecting contractors for administrative services other leaning on Dey Rey Education and ResponsiveEd. -Not clear when they would receive state funds and how that would support their revenue expectations. -No Food Services contract funds budgeted. -No salary or supplies budgeted for Nurse and health supplies, including no CSH funds. -Rental costs were reduced by about \$1M/yr (close to half) on the revised submission with no explanation why. 		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator’s schools are high performing and successful (Attachment Q). ▪ Graduation rates are indicative of highly successful strategies (if applicable). ▪ Applicant selects one or more of the organization’s consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome. ▪ Applicant selects one or more of the organization’s low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable). ▪ If the school is operating under another authorizer, the school’s performance report or authorizer evaluation (Attachment R) is favorable. ▪ Latest audit (Attachment S) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law. ▪ The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, Attachment T). 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
-None noted		Pages 86-87
Concerns/Questions		Page
-No data provided.		Pages 86-87
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
-None noted		Pages 158-159
Concerns/ Questions		Page
-Post-interview response provided some data of past performance of one school in another state working on different state standards, so it was not helpful.		Pages 158-159



TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide “a standard application format” ([TCA 49-13-116](#)), and “scoring criteria addressing the elements of the charter school application” ([SBE Rule 0520-14-01-.01\(1\)](#)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as “Meets or Exceeds the Standard.” Evaluators will rate the responses by applying the following guidance:

Rating	Characteristics
Meets or Exceeds the Standard	The response reflects a thorough understanding of key issues. It clearly aligns with the mission and vision of the school. The response includes specific and accurate information that shows thorough preparation.
Partially Meets Standard	The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.
Does Not Meet Standard	The response is significantly incomplete; demonstrates lack of preparation; does not align with the mission and vision of the school; or otherwise raises significant concerns about the viability of the plan or the applicant’s ability to carry it out.

The State Board of Education has adopted Quality Charter Authorizing Standards in [Policy 6.111](#). Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer “[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.” An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, “An authorizer’s approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13107(b)” ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

“The plan aligns with the overall mission and vision because . . .”

“The chosen curriculum is research-based and proven effective with the targeted population of students because . . .”

Weaknesses of the academic plan

“The curriculum and daily schedule do not align with the mission and vision because . . .” “The discipline plan does not include provisions for students with disabilities.”

Strengths of the operations plan

“The governing body is diverse and will be able to support the school effectively.”

“The plan to recruit school leaders and teachers is robust and aligns with the mission of the school.”

Weaknesses of the operations plan

“The governing body is composed of only two people who do not have sufficient credentials to support school leadership.”

“The staffing projections do not align with the number of students or the stated mission of the school.”

Strengths of the financial plan

“The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school.”

“The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies.”

Weaknesses of the financial plan

“The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed.” “The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers.”

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12

			<ul style="list-style-type: none"> • Operations Plan and Capacity: 2.1 through 2.11 • Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	<ul style="list-style-type: none"> • Academic Plan Design and Capacity: 1.1 through 1.12 • Operations Plan and Capacity: 2.1 through 2.15 • Financial Plan and Capacity: 3.1 through 3.3 • Portfolio Review and • Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	<ul style="list-style-type: none"> • Submit original application • Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 • Operations Plan and Capacity: 2.12 through 2.15 • Financial Plan and Capacity: 3.1, through 3.3 • Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	<ul style="list-style-type: none"> • Submit original application • Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 • Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) • Financial Plan and Capacity: 3.1 and 3.2 • Portfolio Review and Performance Record: 4.1

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the “Strengths” area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the “Concerns/Questions” area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.
4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.

5. Use the "Final Application Review" area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the "Final Application Review" area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: **Leigh Webb**

Proposed School Name: **Founders Classical Academy**

Application includes an Executive Summary.

Yes **X** No

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
This application does make a connection to the purpose of the school and its intended objective in delivering a classical approach to educating students.		13, 14, 15
Concerns/Questions		Page
This objective is not fully met. Details on how the mission will be met in meeting the needs of the students are omitted as well as any measurable means to meeting the school's mission. It fails to connect how all Williamson County students attending this school will be successful in this approach with a clear connection to supporting data.		13, 14, 15
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The revised application does address closing the achievement gaps with the student population of the charter school, but still doesn't address how the opening of this charter in Williamson County will close the existing achievement gaps found within our specific community and school system. The revision does indicate that the teachers within this charter will understand the state standards and address TCAP data in their planning.		13, 14, 15
Concerns/Questions		Page
The mission statement is not measurable as indicated in the TN rubric.		13-18

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
I noted no strengths for this area of the application.		16, 17, 18
Concerns/Questions		Page
After reviewing this section, it is still unclear why the community was selected. Page 16 references that a classical education is needed for families who cannot afford it, but the location selected doesn't have a heavy concentration of economically disadvantaged families and no transportation is planned. The enrollment demographics do not seem reasonable based on the community description.		16
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The revised application is clear and indicates it wants to give a free option to families for a classical education similar to what is provided in local private schools which charge a tuition.		21-24
Concerns/Questions		Page
After reviewing this section, it is still unclear why the community was selected. The application references that a classical education is needed for families who cannot afford it, but the location selected doesn't have a heavy concentration of economically disadvantaged families and no transportation is planned. The enrollment demographics do not seem reasonable based on the community description. In addition, the enrollment demographics are not reasonable for ED and SWD, and the enrollment summary is more formulaic than reasonable. They identify schools with lower achievement in Fairview and Spring Hill but suggest a Franklin location. In a later section of the application, they even suggest a possible Nolensville location. They do not clearly define the community. The data they provide for Heritage Middle does not include a data source and our district was unable to find any data that matches it.		19-25

1.3 ACADEMIC FOCUS AND PLAN

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The school’s academic focus aligns with the school’s mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school’s academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students’ academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator’s existing schools and a strong rationale for these variances. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The focus of Founders to offer a Classical education matches their stated vision and mission.		19-24
Concerns/Questions		Page
It seems that this section misses the point of connecting to the students of Williamson County and within TN. No evidence is sited to ensure they can or will meet the state standards. Not all content areas are addressed (science) and remediation or an alternative approach for students who aren’t learning is missing.		19-24
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
This section was much more developed than the original application. The focus of Founders to offer a Classical education matches their stated vision and mission.		26-55
Concerns/Questions		Page
Though the application had much more detail added, there are still significant gaps. By Tennessee law, curriculum materials need to be aligned to TN standards or a waiver needs to be submitted. A crosswalk for alignment should be done prior to opening the school and should include any gaps in standard alignment and resources to fill those gaps. This continues to be an area of concern. The revised application added a lot of detail but most of the curriculum is still not aligned to the Tennessee State Standards. For example, Singapore Math is aligned to Common Core State Standards, but not TN Academic Standards. The Access Phonics program is not on the state approved list for curriculum. Nashville Classical is listed on p. 39 as evidence of the success of the classical approach, but that school’s state report card data declined much more than WCS’s did from 2019-2021. Their assessment plan on pages 35-36 is focused on skills, not		26-55

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

<p>standards. Sullivan County's use of CKLA is presented as evidence of success in a public school in TN. WCS and many other TN school systems have been using the state's version of CKLA for our Foundational Skills Literacy program in grades K-2 for the past two years. On p. 54, they state it could take two years to align their curriculum to TN State Standards. Statistics is not mentioned at all, but it is a key option for preparing students for college and career readiness.</p>	
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	Does Not Meet Standard
Strengths		Page
A screener is identified in this section with weekend support for those who need Saturday help.		25-26
Concerns/Questions		Page
There is no evidence in this section that the applicant has reviewed the TN standards for RTI nor is there a plan on how remediation will take place. It doesn't appear that they pulled any WCS data in setting their goals. I wonder where they data came from and why they haven't looked more closely at what is working well or not working well within our district before creating a plan of how they will meet the needs of our students. That is concerning as the goals are general and no plans are listed for progress monitoring.		25-26
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	Does Not Meet Standard
Strengths		Page
A screener is identified in this section with weekend support for those who need Saturday help. The revision has added a lot of information that aligns with and was taken from the Tennessee guidance on RTI ² . They mention using NWEA MAP as their universal screener but also mention Renaissance STAR. They have an aligned process. The goals are rigorous, but not realistic.		56-65
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

It is unclear if NWEA Map and/or Renaissance STAR are the universal screeners, but it is possible they are using them for different grade bands.	56-65
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Not applicable		
Concerns/Questions		Page
Not applicable		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Not applicable		

Concerns/Questions	Page
Not applicable	

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE

Characteristics of a strong response:

- The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements.
- The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities.
- The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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No noted strengths were found in this area.	29-31
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Concerns/Questions	Page
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<p>Again, this application doesn't appear to be taking TN state standards, graduation requirements, or state expectations of public schools into consideration. It very concerning that an applicant would propose to open a school in a state or community without taking time to examine state requirements, expectations, and the district's current pace in reaching those standards. The academic plan mentions teaching Algebra I over two years, which wouldn't meet graduation requirements for general education students. There is no explanation of how GPAs are calculated at the high school level, assurance of college readiness, or engaging approaches to keep at-risk students from dropping out. This section leaves a concern that the level of success our students reach by the end of high school would be significantly decreased without a strategic plan specific to our community that would ensure student success.</p>	29-31
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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No noted strengths were found in this area.	<70
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Concerns/Questions	Page
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

None of the initial concerns outlined in this section were addressed with the revision. Again, this application doesn't appear to be taking TN state standards, graduation requirements, or state expectations of public schools into consideration. It very concerning that an applicant would propose to open a school in a state or community without taking time to examine state requirements, expectations, and the district's current pace in reaching those standards. The academic plan mentions teaching Algebra I over two years, which wouldn't meet graduation requirements for general education students. There is no explanation of how GPAs are calculated at the high school level or alignment to state board policy on calculating grades, assurance of college readiness, or engaging approaches to keep at-risk students from dropping out. This section leaves a concern that the level of success our students reach by the end of high school would be significantly decreased without a strategic plan specific to our community that would ensure student success.

<70

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no noted strengths for this section.		32-33
Concerns/Questions		Page
There is no alignment of assessments to state standards or expectations in TN. There is mention that the data management will be overseen by a team in Dallas. A theme exists that no attention is given to the individual student needs in Williamson County, TN, or how teams will respond when a singular approach isn't successful. There is no built into the day for reteaching or support for struggling students. I fear students who would attend this school would receive a significantly less rigorous education than they are currently receiving and would fail to meet the state minimum requirements.		32-33
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The revision included professional development from teachers in data analysis and utilization of data to fuel instruction.		71-72
Concerns/Questions		Page
The response from Founders states that the work of aligning to TN state standards will be done before the start of the year. This work is monumental when you consider K-12 curriculum. This will take a very long time and supplemental materials (including assessments) in order to be fully aligned. The revision includes an assessment plan with spot quizzes but does not offer a more detailed explanation of the assessment plan. Some assessments listed may not align to state standards, and the application does not explain which web-based platforms will be used or how the data will be analyzed.		71-72
1.8 SCHOOL CALENDAR AND SCHEDULE		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
No noted strengths in this section of the application.		34-35
Concerns/Questions		Page
This part of the rubric wasn't addressed with detail in the application, making it hard to score. We are requesting to see the calendar, schedule, intervention plan, and extra-curricular information. The Saturday School mentioned falls short of true intervention.		34-35
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	Does Not Meet Standard
Strengths		Page
Student schedules from other charter schools are given as examples. The revised application does demonstrate how they plan to meet the requirements of this section of the rubric.		73-77
Concerns/Questions		Page
No other concerns for this section.		73-77

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	Does Not Meet Standard
Strengths		Page
Specific strategies were listed for meeting the needs of gifted students and English Learners.		36-40
Concerns/Questions		Page
This area of the application specifically omits specifics to meet the indicators of the rubric for leadership in addressing special populations, creating a hiring plan for these specific roles, determining who does evaluations and re-evaluations, plans to ensure students with disabilities access general education curriculum, and exit plans for students with disabilities receiving services. The application leaves doubt that the applicant understands gifted students have IEPs. I specifically have concerns that expectations will be lowered for high concentrations of at-risk students without more specific planning in meeting the needs of students while helping them reach high standards.		36-40
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	Does Not Meet Standard
Strengths		Page
Revised application meets expectations, and the plan is strong for English Learners. Much of the plan is straight from the TN RTI2 Guidance.		83-87
<p>Concerns/Questions:</p> <p>For students with IEPs is included, but we are concerned about the need to rely heavily on partnerships or outside organizations for supporting high needs students or for keeping up with evaluations and re-evaluations. There is no hiring plan for specialized staff. It is still missing an exiting plan for Students with Disabilities.</p>		

1.10 SCHOOL CULTURE AND DISCIPLINE		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights. 		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
There is a clear vision outlined in the application with elements of supporting school culture.		41-42
Concerns/Questions		Page
The application only meets the rubric expectations partially. The handbook provided in the application does not align to expectations in TN. The intervention of Saturday School is described as punitive but listed as an academic intervention, which is misaligned to meeting the academic intervention needs of students during the school day. The handbook doesn't meet the needs of elementary and focus primarily on secondary. Attachment C doesn't align to TN, but references Texas law.		41-42, attachments
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
There is a clear vision outlined in the application with elements of supporting school culture.		88-91
Concerns/Questions		Page
The application only meets the rubric expectations partially. The handbook provided in the application does not align to expectations in TN. The intervention of Saturday School is described as punitive but listed as an academic intervention, which is misaligned to meeting the academic intervention needs of students during the school day. The handbook doesn't meet the needs of elementary and focus primarily on secondary. Attachment C doesn't align to TN, but references Texas law.		88-91, attachments

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Strengths		Page
The application describes an enrollment plan.		42-45, attachments
Concerns/Questions		Page
The application continues to reference other states and not TN (page 44). The recruitment plan mentions translating to Spanish, but not other languages that families in Williamson County will need. There are conflicts between enrollment and recruitment wording in attachments B and D. It is unclear if FSSD students will also be recruited for the K-8 school.		43-45, attachments
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application describes an enrollment plan and the revisions in this indicator do provide much more clarity. They also outline a plan for recruiting families.		102-103 attachments
Concerns/Questions		Page
It is unclear how they will recruit students who live in poverty or students from diverse backgrounds.		102-103, attachments

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

The application does not address the indicators of this rubric. No strengths exist.		46-47
Concerns/Questions		Page
The application doesn't address the indicators of this rubric. There is no evidence of a plan. We hope to have this addressed by the applicant when they follow-up with us.		46-47
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	Does Not Meet Standard
Strengths		
The revised application includes all parts and an attachment E to meet this standard.		
Concerns/Questions		
No other concerns.		

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Strengths:

This application has a clear mission focused on classical education.

Weaknesses/Questions:

The application fails to align its instruction, plans, or assessments with TN standards and expectations. There is no clear plan in the application to address the learning differences of students, it lacks research-based intervention strategies, and it lacks a research basis for effectively continuing high achievement for our most gifted and advanced learners.

Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths:

This application has a clear mission focused on classical education. Much more details given to clearly address several of the concerns previously indicated. Though some attempts were made to provide additional details, there still leaves questions about true alignment with TN State standards.

Weaknesses/Questions:

The application fails to align its instruction, plans, or assessments with TN standards and expectations. The application fails to demonstrate an understanding or recognition of TN graduation requirements.

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The initial Board composition appears to have sufficient experience in the fields indicated and commits to annual board training.		Page 50
Concerns/ Questions		Page
Does not meet the indicators of this section of the rubric. The application is missing details on how school performance and success will be measured. There are no board policies in attachment F. Page 50 has an unclear process for complaints or grievances.		Page 49-50
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The initial Board composition appears to have sufficient experience in the fields indicated and commits to annual board training.		108-111
Concerns/ Questions		Page
Does not meet the indicators of this section of the rubric. The application is missing details on how school performance and success will be measured.		108-111
2.2 START-UP PLAN		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application doesn't address the indicators of this rubric. No strengths exist.		51-52
Concerns/Questions		Page
The applicant does not meet the standard as the timeline does not allow for site selection, prep, renovations, ordering, etc. It is stated that many teachers are not equipped to teach in a classical school. Given the already difficult teacher shortage, how can you be sure you will get the caliber teachers you will need? Under Academics expectations, it is stated that it can take up to four years to fully implement the classical teaching methods. Is that every year for incoming students or just the initial start of the school? These appear to be great challenges to overcome.		Page 51
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There is no evidence of strengths in this section		112-114
Concerns/ Questions		Page
The applicant does not meet the standard as the timeline does not allow for site selection, prep, renovations, ordering, etc. It is stated that many teachers are not equipped to teach in a classical school, but no further explanation was given to substantiate that this will not produce an additional challenge to the teacher shortage already surfacing in TN.		112-114

2.3 FACILITIES

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant has a commercial realtor working on site acquisition.		51
Concerns/Questions		Page
The application does not meet the standard of the rubric. No site has been selected and there is no evidence that the facility will provide proper space or align with the allocated budget. The back-up plans do not appear to be sufficient.		Page 53-55
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
They have a realtor exploring sites.		<116
Concerns/ Questions		Page
No site has been selected and there is no evidence that the facility will provide proper space or align with the allocated budget. The back-up plans do not appear to be sufficient. Security upgrades do not appear to be funded.		<116

2.4 PERSONNEL/ HUMAN CAPITAL

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The school’s organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school’s success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		56-59
Concerns/Questions		Page
The application fails to meet the expectations of the rubric. There is not a detailed Org Chart provided, I am still unsure of the recruiting and hiring practices and whether they are likely to result in diverse leadership or staffing that reflects the student body. There is no policy provided for addressing unsatisfactory leadership or teacher performance and turnover. No employee or personnel policy manual is provided. Attachment G states that ResposnivED is doing all HR, payroll and professional development. I don’t see that they have done this work in TN previously and the application in general fails to make appropriate organizational connections to our community or state. This leaves many concerns as it doesn’t meet the state rubric and can honor needs of our community.		56-59
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		56-59
Concerns/ Questions		Page
The application fails to meet the expectations of the rubric. There is not a detailed Org Chart provided, I am still unsure of the recruiting and hiring practices and whether they are likely to result in diverse leadership or staffing that reflects the student body. There is no policy provided for addressing unsatisfactory leadership or teacher performance and turnover. No employee or personnel policy manual is provided. Attachment G states that ResposnivED is doing all HR, payroll and professional development. I don’t see that they have done this work in TN previously and the application in general fails to make appropriate organizational connections to our community or state. This leaves many concerns as it doesn’t meet the state rubric and can honor needs of our community.		56-59

SECTION 2 – OPERATIONS PLAN AND CAPACITY

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2.5 PROFESSIONAL DEVELOPMENT

Characteristics of a strong response:

- Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement.
- The applicant proposes a thoughtful plan for professional development to address special and diverse populations.
- The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.

Initial Application Review		
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<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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The application does include twenty days of professional development with detailed planning for how needs will be defined and how the twenty days of PD will be utilized. Daily schedules are provided where appropriate.	126-130
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Concerns/Questions	Page
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This section of the of the application is now very well developed, but still misses the details on how students served with an IEP or ELL programming will have their specific needs met through a specific PD plan for their teachers.	126-130
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Final Application Review		
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<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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The application does include twenty days of professional development with detailed planning for how needs will be defined and how the twenty days of PD will be utilized. Daily schedules are provided where appropriate.	126-130
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Concerns/ Questions	Page
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SECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>This section of the of the application is now very well developed, but still misses the details on how students served with an IEP or ELL programming will have their specific needs met through a specific PD plan for their teachers. The plan is missing detail on how training of teachers will be conducted for students with disabilities that require an IEP. Initial interview responses on this topic also failed to give specifics.</p>	<p>126-130</p>
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2.6 INSURANCE		
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Characteristics of a strong response:

- The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage.
- The insurance company letter (**Attachment J**) confirms that required coverage will be provided upon approval of the charter school application.

Initial Application Review		
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<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths		Page
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<p>The application fails to meet the rubric and no strengths are noted.</p>	<p>63</p>
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Concerns/Questions		Page
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<p>The application does not meet the indicators of the rubric due to missing list of coverage in attachments. Nothing is provided in Attach J.</p>	<p>63</p>
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Final Application Review		
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<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
--	---	--

Strengths		Page
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<p>The application fails to meet the rubric and no strengths are noted.</p>	<p>132</p>
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Concerns/ Questions		Page
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SECTION 2 – OPERATIONS PLAN AND CAPACITY

The application does not meet the indicators of the rubric due to missing list of coverage in attachments. Nothing is provided in Attach J.	132
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2.7 TRANSPORTATION – IF APPLICABLE

Characteristics of a strong response:

- The applicant’s transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable.
- The applicant has a sound plan for oversight of its transportation operations.
- The applicant has a plan for transporting special needs students where necessary.
- The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

The application fails to meet the rubric and no strengths are noted.	64
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Concerns/Questions **Page**

The application states they will not provide transportation. There is a concern that the targeted population, especially economically disadvantaged students, will be denied proper access.	64
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

The application fails to meet the rubric and no strengths are noted.	133-134
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Concerns/ Questions **Page**

SECTION 2 – OPERATIONS PLAN AND CAPACITY

The application states they will not provide transportation. There is a concern that the targeted population, especially economically disadvantaged students, will be denied proper access.	133-134
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S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		65
Concerns/Questions		Page
The application indicates that the applicant will apply for the National School Lunch Program, but they haven't yet. We have concerns that due to the length of time required for approval that it will not fit within their timeline. It isn't clear who will actually administer the food program as the application indicates an administrative assistant will prepare and serve meals, but the budget plan shows a Nutrition Services position. The application is missing plans for how they will collect and keep confidential the free and reduced lunch information from families.		65
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		135
Concerns/ Questions		Page
The application indicates that the applicant will apply for the National School Lunch Program, but they haven't yet. We have concerns that due to the length of time required for approval that it will not fit within their timeline. It isn't clear who will actually administer the food program as the application indicates an administrative assistant will prepare and serve meals, but the budget plan shows a Nutrition Services position. The application is missing plans for how they will collect and keep confidential the free and reduced lunch information from families.		135

2.9 ADDITIONAL OPERATIONS

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application does plan for custodial general maintenance, and a safety official.		58, 67
Concerns/Questions		Page
The application indicates they will focus on teacher-centered instruction, but does have a limited plan for computer access. It states a plan for 40 laptops for over 1000 students. This will not be sufficient for administering state assessments or providing access to the online resources mentioned in the handbook. The application is also missing enough information about the data management system for us to determine if it will protect the privacy of student information. There is no information about how the charter will meet the health and safety requirements of the state of TN. It is also unclear what the responsibilities of the Safety Official will be.		58, 66, 67
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application does plan for custodial general maintenance, and a safety official.		136-138
Concerns/ Questions		Page
The application indicates they will focus on teacher-centered instruction, but does have a limited plan for computer access. It states a plan for 40 laptops for over 1000 students. This will not be sufficient for administering state assessments or providing access to the online resources mentioned in the handbook. The application is also missing enough information about the data management system for us to determine if it will protect the privacy of student information. There is no information about how the charter will meet the health and safety requirements of the state of TN. It is also unclear what the responsibilities of the Safety Official will be. There is no mention of CIPA compliance.		136-138

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> • If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. • There is a clear division of roles between the board and the CMO. • There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. • If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application gives details on selecting the CMO, the rationale for that selection, and the operational and instructional responsibilities.		68-71
Concerns/Questions		Page
The application is unclear about the connection between their choice of ResponsiveED and Hillsdale College on page 69. When reviewing attachment K, so few details are given it is not possible to determine if the applicant can meet the expectations of this standard.		68-71, attachments
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The plan clearly describes how they selected their CMO and why. It also lists the responsibilities of the CMO which include both operational and instructional responsibilities.		139-142
Concerns/ Questions		Page
Application is unclear on affiliation mentioned between ResponsiveED and Hillsdale College mentioned on p. 140. Applicant clarified that Hillsdale would not provide professional development or training. ResponsiveEd has not signed the MOU.		139-142, attachments

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There are no needed waivers noted.		143-145
Concerns/Questions		Page
Without waivers and without details of how state expectations will be met, there are concerns that this applicant is not prepared to meet the needs of our students and families and/or will put plans together at the last minute that will fall short of the standards of education within our state/community and lead to regression of our students.		143-145
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The updated application does identify specific waivers that will be requested of the state. It was apparent in the initial application that some were implied, so now the application mentions them specifically as described in the rubric.		143-145
Concerns/ Questions		Page
The rationale for waivers is not convincing that they will be granted by the state of Tennessee, but the revision states they are necessary in order to execute their curriculum and hire staff needed.		143-145
2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L). 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		146
Concerns/Questions		Page
This section is blank and there is no attachment L. Does the applicant not have a plan or was it an oversight?		146
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		146
Concerns/ Questions		Page
The applicant listed this section as “Not Applicable,” but this is not an optional section. The network’s strategic vision, desired impact, evidence of organizational capacity to operate a high quality school, anticipated challenges, and organization expectations if indeed no network will be utilized.		146

2.13 NETWORK MANAGEMENT

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response:

- The leadership team is identified, together with their roles and responsibilities.
- As **Attachment M**, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization.
- The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network.
- The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

The application fails to meet the rubric and no strengths are noted.	75-77
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Concerns/Questions **Page**

This section is blank and no attachment M is provided.	75-77
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

The application fails to meet the rubric and no strengths are noted.	147-149
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Concerns/ Questions **Page**

This section is blank and no attachment M is provided.	147-149
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2.14 NETWORK GOVERNANCE

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response:

- 1) If there is a network board that operates as the main governing body with each school having an advisory committee:**
 - Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network.
 - Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely.
 - Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools.
 - There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s).
- 2) If there will be one governing board for all schools at the local level:**
 - Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary).
 - A copy of the by-laws and organizational chart is included.
 - There is a clear, thorough plan to transform the board’s membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities.
 - There is a plan in place for board training as required by Tennessee law.

Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths	Page	
The application fails to meet the rubric and no strengths are noted.	78	
Concerns/Questions	Page	
This section is left blank.	78	
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths	Page	
The application fails to meet the rubric and no strengths are noted.	150	
Concerns/ Questions	Page	
This section is left blank.	150	

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school’s success.
Initial Application Review

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		79-81
Concerns/Questions		Page
This section is left blank.		79-81
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		
The application fails to meet the rubric and no strengths are noted.		151-153
Concerns/ Questions		Page
This section is left blank.		151-153

SECTION P CAPACITY
2 OPERATIONS LAN AND

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: The applicant notes experienced CMOs to handle operations issues.</p> <p>Weaknesses/Questions: Such few details were given in relationship to the expectations of the TN and the rubric, it made scoring this application very difficult. No facility has been selected, application sections were left completely blank even after giving the applicant time to answer questions and submit missing aspects of the rubric, and an explanation of how the CMO is prepared to lead TN schools is omitted. Sufficient plan and budgeting to support the plan are missing.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: The applicant notes experienced CMOs to handle operations issues.</p> <p>Weaknesses/Questions: Such few details were given in relationship to the expectations of the TN and the rubric, it made scoring this application very difficult. No facility has been selected, application sections were left completely blank even after giving the applicant time to answer questions and submit missing aspects of the rubric, and an explanation of how the CMO is prepared to lead TN schools is omitted. Sufficient plan and budgeting to support the plan are missing.</p>		

3 – FINANCIAL LAN AND

3.1 & 3.2 CHARTER SCHOOL FINANCING

SECTION P CAPACITY

Characteristics of a strong response:

- The budget worksheet (**Attachment N**) contains reasonable assumptions and budget numbers that reflect all startup expenses.
- The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits.
- Sound criteria and procedures are in place for selecting contractors for any administrative services.
- There is a high level of financial expertise amongst the applicant’s internal and external team members.
- The start-up and five-year operating budgets are complete, realistic and viable.
- The applicant’s budget narrative (**Attachment O**) clearly explains and supports all revenue and cost assumptions.
- The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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The application fails to meet the rubric and no strengths are noted.	82-83
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Concerns/Questions	Page
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The application doesn’t meet the expectations of the rubric due to unclear procedures, policies, systems, processes, protocols, and planning for this charter. The budget seems insufficient for all the missing parts making the viability of this school opening and operating in the best interest of children unlikely or unable to predict. Viability of core programming shouldn’t be a guessing game when it comes to education. The application continues to shift responsibility for these details to the CMO, but doesn’t address the specifics of how the CMO will do the work. Shifting responsibility doesn’t lead to confidence that the work will be done, but rather creates more questions about oversight, responsibility, and understanding by the charter leadership team of the organizational and instructional work taking place.	82-83, attachments
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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The application fails to meet the rubric and no strengths are noted.	154-155
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Concerns/ Questions	Page
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The application doesn’t meet the expectations of the rubric due to unclear procedures, policies, systems, processes, protocols, and planning for this charter. The budget seems insufficient for all the missing parts making the viability of this school opening and operating in the best interest of children unlikely or unable to predict. Viability of core programming shouldn’t be a guessing game when it comes to education. The application continues to shift responsibility for these details to the CMO, but doesn’t address the specifics of how the CMO will do the work.	154-155, attachments
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3 – FINANCIAL LAN AND

3.3 NETWORK FINANCIAL PLAN

SECTION P CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		84-85
Concerns/Questions		Page
The application's budget lacks detail and viability.		84-85, attachments
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		156-157
Concerns/ Questions		Page
The application's budget lacks detail and viability.		156-157, attachments

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: The application fails to meet the rubric and no strengths are noted.</p> <p>Weaknesses/Questions: The budget is not sufficient to meet the needs of the school and projected enrollment. The application is missing detail.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: The application fails to meet the rubric and no strengths are noted.</p> <p>Weaknesses/Questions: The budget is not sufficient to meet the needs of the school and projected enrollment. The application is missing detail.</p>		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE

Characteristics of a strong response:

- Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator's schools are high performing and successful (**Attachment Q**).
- Graduation rates are indicative of highly successful strategies (if applicable).
- Applicant selects one or more of the organization's consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome.
- Applicant selects one or more of the organization's low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable).
- If the school is operating under another authorizer, the school's performance report or authorizer evaluation (**Attachment R**) is favorable.
- Latest audit (**Attachment S**) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law.
- The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, **Attachment T**).

Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
NA		
Concerns/Questions		Page
NA		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
NA		
Concerns/ Questions		Page
NA		



TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide "a standard application format" (TCA 49-13-116), and "scoring criteria addressing the elements of the charter school application" (SBE Rule 0520-14-01-.01(1)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as "Meets or Exceeds the Standard." Evaluators will rate the responses by applying the following guidance:

Table with 2 columns: Rating, Characteristics. Rows include: Meets or Exceeds the Standard, Partially Meets Standard, Does Not Meet Standard.

The State Board of Education has adopted Quality Charter Authorizing Standards in Policy 6.111. Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer "[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school's development, and clear evidence of the applicant's capacity to execute its plan successfully." An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For

an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.11 Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.15 Financial Plan and Capacity: 3.1 through 3.3 Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.12 through 2.15 Financial Plan and Capacity: 3.1, through 3.3 Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) Financial Plan and Capacity: 3.1 and 3.2 Portfolio Review and Performance Record: 4.1

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the “Strengths” area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the “Concerns/Questions” area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.

4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the "Final Application Review" area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the "Final Application Review" area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: Emily Whitson

Proposed School Name: Founder's Classical Academy

Application includes an Executive Summary.

Yes


No

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	x Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
They are committed to providing a classical education. Their mission statement is linked to at least three of the purposes of charter schools.		13-14
Concerns/Questions		Page
The mission is not measurable. The mission did not outline a clear plan for closing achievement gaps. They don't offer a range of opportunities for all students. The school follows a precise method of providing an education.		13-14
Final Application Review		
X Meets or Exceeds Standard	Partially Meets Standard	Does Not Meet Standard
R		Page
They are committed to providing a classical education. Their mission statement is linked to at least three of the purposes of charter schools. The revised application discusses closing the gaps within the student population of the charter school, but doesn't address how the charter school would close existing gaps found in WCS. The revision does state that teachers will understand TN State Academic Standards and review recent TCAP data.		13-15
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

<p>The interview and post interview answer did not answer the questions or concerns. The mission is not measurable. The mission did not outline a clear plan for closing achievement gaps. They don't offer a range of opportunities for all students. The school follows a precise method of providing an education.</p>	<p>13-14</p>
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1.2 ENROLLMENT SUMMARY 		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>None noted</p>		
Concerns/Questions		Page
<p>The school does not clearly define where they intend to draw students. One of the proposed locations is in the Franklin Special District not Williamson County. The academic performance and enrollment trends do not seem accurate or up to date. It does not state where those statistics were pulled. They do not have knowledge of the local community and needs of Williamson County. All data seems to be from charter schools in Texas and Arkansas. They state they want to provide classical education to economically disadvantaged, but the locations they are proposing are not areas that would serve this population. No background information to explain enrollment projections.</p>		<p>16-17</p>
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>The revision makes it clear they are targeting families who want to provide their child with a classical education for free and whose values don't align with our school system. Emphasis on Western thought and moral character.</p>		<p>21-24</p>
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

The school does not clearly define where they intend to draw students. They identify schools with lower academic performance in Fairview and Spring Hill, but the locations for the school are in Franklin and Nolensville. The academic performance and enrollment trends do not seem accurate or up to date. It does not state where those statistics were pulled. They do not have knowledge of the local community and needs of Williamson County. They state they want to provide classical education to economically disadvantaged, but the locations they are proposing are not areas that would serve this population. No background information to explain enrollment projections.	19-25
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1.3 ACADEMIC FOCUS AND PLAN

- Characteristics of a strong response:
- The school's academic focus aligns with the school's mission and vision.
 - The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus.
 - The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards.
 - If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment.
 - The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance.
 - An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

The school's academic focus aligns with the school's mission and vision.	
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Concerns/Questions **Page**

The curriculum does not align to the TN state standards. Their curriculum does not meet the needs of the targeted population. They don't provide much information on math curriculum. The curriculum does not support the growth of all students. They don't outline the HS graduation requirements.	20-24
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

The school's academic focus aligns with the school's mission and vision.	26-55
Concerns/Questions	Page
The revision application added a lot of detail, but it still doesn't align to the TN state standards.	26-39

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Don't understand the baseline numbers or how they calculated their improvement rates. I don't think they have a grasp on understanding Williamson County student needs and based all their answers on TX and AK. What is Met standard score of 40?		25-27
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The Revision has added a lot of detail and is taken from the TN guidance on RTI ² . They have aligned. The goals are rigorous, but not realistic.		56-65
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE

Characteristics of a strong response:

- The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience.
- There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion.
- The applicant identifies specific ways to transform the existing school culture while respecting the school's history.
- If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues.
- If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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Concerns/Questions	Page
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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Concerns/Questions	Page

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE

Characteristics of a strong response:

- The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements.
- The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities.
- The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths

Strengths	Page
None	

Concerns/Questions

Concerns/Questions	Page
They don't provide information needed to determine if they would TN graduation requirements. No mention of Algebra II. Social Studies does not meet the TN state requirements. They expect all students to earn a general education diploma which means they would not be able to serve all students with disabilities. Speech and debate do not meet the fine arts requirement in TN.	29-31

Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths

Strengths	Page
While they require more than enough credits for TN requirements the classes don't line up with our state standards.	29-31

Concerns/Questions

Concerns/Questions	Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

They expect all students to earn a general education diploma which means they would not be able to serve all students with disabilities. Did not clearly lay out effective structures and systems to address students at risk. They do not line up standards to TN graduation standards – missing Algebra II, Lifetime Wellness, or Social Studies. Doesn't follow the TN uniform GPA rules.

67-70

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None		
Concerns/Questions		Page
Not aligned with TN state standards. All information provided is in reference to TX.		32-33
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The revision includes ResponsivED training teachers in data analysis and how to use the data to inform instruction and intervention.		71-72
Concerns/Questions		Page
The revision includes State standard’s spot quizzes but does not offer comprehensive explanation of the assessment plan.		71-72
1.8 SCHOOL CALENDAR AND SCHEDULE		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None		
Concerns/Questions		Page
Did not provide detailed schedules. Only require 174 days. It was not clear if tutoring, enrichment, and extra-curricular activities are built into the schedule. Summer school is only offered for k-2.		34-35
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Provided schedule samples.		73-77
Concerns/Questions		Page
None		

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> does Not Meet Standard
Strengths		Page
There is a plan to identify gifted students.		
Concerns/Questions		Page
Not clear is the leadership team has strong experience working with special populations. There is not a hiring plan or details on adapting the school schedule to address the needs of special populations. The method of identifying students at risk is concerning because it could delay the evaluation process.		36-40
Final Application Review		
Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	Does Not Meet Standard
Strengths		Page
Revised application has a strong plan for English Learners.		83-87
Concerns		Page
The revised plan includes students with IEP's but relies heavily on contracted services to support high needs students. No exiting plan or students with disabilities.		77-87

1.10 SCHOOL CULTURE AND DISCIPLINE

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
They outline a clear and coherent plan.		
Concerns/Questions		Page
The handbook has only TX laws. It is not relevant to TN. Does not have an expulsion clearly defined in attachment C.		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
They outline a clear and coherent plan.		
Concerns/Questions		Page
They are not updating the handbook until charter is approved. Revision still is not aligned to TN. Laws are still TX laws and attachment C is aligns to TX law.		88-91

1.11 RECRUITMENT AND ENROLLMENT

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant’s enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant’s student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Does not address homeless populations. It does not comply with WCS enrollment policies. They have not done any local marketing or outreach to understand WC.		43-45
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Revision addresses the indicators much more clearly.		43-45
Concerns/Questions		Page
Unclear how they will address students who live in poverty, academically low achieving, or homeless. Only mention translation into Spanish, but WC needs translation into Chinese, Korean, and Arabic as well.		102-103

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Did not provide attachment E.		
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		
The revision includes all parts and Attachment E.		
Concerns/Questions		

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: They have a clear vision and commitment to providing a classical education to students.</p> <p>Weaknesses/Questions: Overall, they have not done the necessary research to provide a completed application to open a charter school in Williamson County. Most of the information provided was related to schools in Texas and Arkansas. The data they provided regarding enrollment, student population, and demographics were not based on current information from Williamson County. They were not knowledgeable or prepared to provide detailed academic information that was in line with TN state standards.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: They have a clear vision and commitment to providing a classical education to students. The revised application added a lot more details and added the missing attachments.</p> <p>(If Any) Weaknesses: The revised application still is not aligned with TN state standards. They still don't match their enrollment plan with where they are wanting to locate the school. They don't provide a comprehensive plan to address students with IEP's especially for high needs students. The graduation standards are not accurate for TN. They don't provide a comprehensive plan for assessments. They didn't provide a handbook that is aligned with TN state laws.</p>		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page
I don't think the local board is set up with people who are knowledgeable enough to run a school, but they are partnering with ResponsiveEd who has experience. However, ResponsiveED has no experience in TN. Only one board member is local to Williamson County. I didn't see a training plan.		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Board seems to have necessary experience and knowledge.		108-111
Concerns/ Questions		Page
Lack of "sexual orientation" as a qualifying non-discrimination characteristic has not been addressed in the revision.		108-111
2.2 START-UP PLAN		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
The timeline and budget are not detailed enough to be realistic. Contingency plans for finding a location are not available or adequate. They do not have a plan for issues because they haven't spent time researching Williamson County and all plans are based on the charter schools in TX and AK.		51-52
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The revised application states facility requirements as the biggest challenge.		112-114
Concerns/ Questions		Page
The potential locations listed in the revised application are not realistic, the timelines don't match up to opening according to their proposed schedule, budget does not align to making needed renovations to the proposed locations, and staffing assumptions don't line up to the proposed timelines.		112-114

2.3 FACILITIES

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Inconsistencies in enrollment numbers throughout the application and budget. They don't provide details on potential facilities. There were three possible locations – none of which have space for playgrounds, fields, or currently school locations. Remodeling contingencies are not in mentioned. Locations mentioned not centrally located to service WC as a whole without transportation options. One falls in Franklin Special District. They did not provide a realistic facility contingency plan. They did not have a realistic plan and timeline for a facility to be ready for the 2023-2024 school year.		53-55
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Provided annual audit report for ResponsivED that shows large facilities portfolio in TX. Revised application provides more detail in ResponsivED's experience in opening Charter schools.		53-55
Concerns/ Questions		Page
The revised application still has many inconsistencies in how they will purchase/lease a property in WC that will meet their needs. They lowered the projection for number of students by 122, but the reduction in facility related expenses is half of what it was in the initial application. The reduction of facility requirements has not changed and there is no explanation for this expense reduction. Their rental cost projections seem very low in the current market.		115-119

2.4 PERSONNEL/ HUMAN CAPITAL

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The school’s organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school’s success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
No detailed organizational chart was provided for the school. There is not a clear hiring strategy in place. Attachment H was not provided. The salary schedule provide is not in line with current pay in Williamson County. ResponsiveEd is listed as the responsible party for all policies, hiring, training, and leadership. Attachment I was not provided.		56-59
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The revised application states they are working with PET to develop a specific “classical” teacher training and certification program.		120-125
Concerns/ Questions		Page
Revised application did not provide attachment H.		120-125

2.5 PROFESSIONAL DEVELOPMENT

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. The applicant proposes a thoughtful plan for professional development to address special and diverse populations. The professional development plan supports professional growth, generates collaboration, and cultivates future leadership. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Provided more information for the PD program.		126-131
Concerns/ Questions		Page
They do not provide a plan for professional development for special and diverse populations. It is a one size fits all approach.		126-131

2.6 INSURANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Concerns/Questions			Page
They did not provide any information on insurance for employer liability, professional liability, or sexual abuse. They also failed to provide attachment J.			63
Final Application Review			
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard	
Strengths			Page
The revised application included attachment J.			
Concerns/ Questions			Page
No sports coverage listed.			132

2.7 TRANSPORTATION – IF APPLICABLE			
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students. 			
Initial Application Review			
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard	
Strengths			Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

None		
Concerns/Questions		Page
They will not be providing transportation. Based on possible locations for facilities the lack of transportation will not allow the school to serve the targeted student populations.		64
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Will provide transportation for students with IEP's if required.		133-134
Concerns/ Questions		Page
The revised application did not provide a plan to transport students from the schools they listed as under performing to the proposed locations. They provided information that most parents would drive their students, but this is inconsistent with serving the lower performing schools and economically disadvantaged students in Williamson County.		133-134

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None		
Concerns/Questions		Page
The food service is not clear. They mention outsourcing to a vendor, but no further details. They do not mention the NSLP which is another example of not researching our local state requirements before completing the application. They don't address a contingency plan for how they will provide meals if the facility doesn't have an appropriate kitchen. They do not lay out a plan on how it will collect free and reduced-price lunch information.		65
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page
They did not provide details of how the food service would be provided.		135

2.9 ADDITIONAL OPERATIONS

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Only 40 laptops for the entire school – seems low for the number of students. Doesn't address state testing requirements for technology. They don't provide any details for student information managements or school health and nursing services.		66
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Revised application commits to a full-time nurse, school safety plan, and comply with FERPA.		136-138
Concerns/ Questions		Page
Only 40 laptops for the entire school – seems low for the number of students. Doesn't address state testing requirements for technology. No salary listed for full-time nurse. No safety plan attached.		136-138

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> • If the school plans to contract with a CMO, the applicant describes the service provider’s educational and management success and the rationale and process for selecting the CMO. • There is a clear division of roles between the board and the CMO. • There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. • If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Claims ResponsiveEd has a record of success in other states.		68
Concerns/Questions		Page
It is not clear how the responsibilities of managing the school will be divided between local board, school administration, and ResponsiveED. There is not a clear plan on conflicts with the CMO. I do not find attachment K articulates any of the information outlined in the last point above.		68-71
Initial Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Provided detail of breakdown of responsibilities.		139-142
Concerns/ Questions		Page
CMO contract is non-binding.		Attachment K

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Waivers were added to the revised application.		143-145
Concerns/ Questions		Page
The rational for waivers do not increase student achievement. The rationale listed does not align with the same requirements of public schools receiving public funding.		143-145
2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response:

- The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments.
- There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity.
- The applicant clearly describes results of past replication efforts, including how the network has addressed challenges.
- There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization’s stated outcomes.
- The applicant provides a comprehensive annual report for the network (**Attachment L**).

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths	Page

Concerns/Questions	Page

Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths	Page

Concerns/ Questions	Page

2.13 NETWORK MANAGEMENT

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response:

- The leadership team is identified, together with their roles and responsibilities.
- As **Attachment M**, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization.
- The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network.
- The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.

Initial Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

Concerns/Questions

Page

Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

Concerns/ Questions

Page

2.14 NETWORK GOVERNANCE

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response:

1) If there is a network board that operates as the main governing body with each school having an advisory committee:

- Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network.
- Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely.
- Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools.
- There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s).

2) If there will be one governing board for all schools at the local level:

- Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary).
- A copy of the by-laws and organizational chart is included.
- There is a clear, thorough plan to transform the board’s membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities.
- There is a plan in place for board training as required by Tennessee law.

Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS

Characteristics of a strong response:

- Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school’s success.

Initial Application Review

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION P CAPACITY
2 OPERATIONS PLAN AND

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <p>ResponsiveED has a network, systems, and plans in place to run a charter school.</p> <p>Weaknesses/Questions: I don't feel like the school provided the needed information to appropriately review and grade their charter school application. They heavily rely on ResponsiveED's experience, but they don't have to provide the same information as charter school that already exists.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <p>ResponsiveED has a network, systems, and plans in place to run a charter school. The revised application did provide more detail and clarify the responsibilities between ResponsivEd and Delray.</p> <p>(If Any) Weaknesses: The revised application is still lacking a plan for a location in the proposed area that would be functional, the budget doesn't support renovations needed for proposed locations, and timeline for opening a facility is not realistic. They are lacking an adequate plan for transportation, food service, and technology for state testing.</p>		

3 – FINANCIAL PLAN AND

3.1 & 3.2 CHARTER SCHOOL FINANCING

SECTION P CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all startup expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant’s internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant’s budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	X Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Anticipate fundraising of \$1M		
Concerns/Questions		Page
They did not explain their startup funding in any detail. No fundraising expenses related to the \$1million fundraising prior to the school opening. No sound criteria for selecting contractors. They did not provide any assumption notes that would help understand their budget numbers and reasoning. They did not provide financial procedures, policies, systems, and processes for accounting, payroll, and independent audits. The budgets are not complete with realistic numbers as they were presented. Attachment O did not clearly explain and support revenue and cost assumptions.		82-83
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	X Partially Meets Standard	Does Not Meet Standard
Strengths		Page
They included more assumptions in the year 0 budget spreadsheet. They provided an audit plan and a budget for the audit plan. ResponsivED has adequate financial expertise and a record of operating successful charter schools. Teacher salaries seem adequate.		154-157
Concerns/ Questions		Page
In the revised application attachment N does not address the stated requirements – it only explains why they TDOE application is flawed. They did not use the TDOE spreadsheet correctly. Numerical discrepancies throughout the budget form. The cash flow assumption of TISA monies is incorrect – it will not come until September unless there is a new school exception. They still not provide procedures beyond referencing the CMO. They did not provide the criteria on how they selected ResponsivED as a contractor. They anticipate \$125 per student fees, but only show a \$20 per student in cost. They provided a supplemental document in response to their inability to correctly complete the TDOE form,		154-157

SECTION P CAPACITY

but it has inconsistencies and does not answer the questions we had asked. Textbook and instructional materials budget seems very low, administrative salaries are low. Contracted services for special populations are extremely low – no OT/SLP/PT on staff and only \$757 budgeted for contracted services per year. Special population staff was bumped up, but increased SSS population from 2%-8% - ratios for staff to student are too high. There are multiple places where the application and supplementary document did not match which made it difficult to understand and analysis. (ex. Total Expenses: Budget spreadsheet - tab 6 of excel workbook \$5.185 million -- application page 377 \$4.952 million / enrollment projections on page 379 don't match enrollment projections in tab 2 of budget excel worksheet).

3 – FINANCIAL LAN AND

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page

Concerns/ Questions	Page
They are not applying as a network, but heavily rely on ResponsiveED and schools in their network for their data.	

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <p>Completed the budget forms.</p> <p>Weaknesses/Questions:</p> <p>They failed to provide assumption notes for most budget items. They did not provide any detail on how they would fundraise the initial \$1M. They did not provide any fundraising expenses in the startup year. The overall budget was lacking necessary detail to actually evaluate.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <p>The revised application provided more details and assumptions to help make more sense of their budget.</p> <p>(If Any) Weaknesses:</p> <p>In the revised application they did not complete the spreadsheet accurately which made it difficult to analysis the data. The supplemental document they provided, because they said the TDOE spreadsheet was inadequate, had many discrepancies and made it difficult to cross reference information. They are too low on several cost expectations: SSS contract services, textbooks and instructional materials, and food service. Their cash flow timing assumptions are incorrect.</p>		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE

Characteristics of a strong response:

- Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator’s schools are high performing and successful (**Attachment Q**).
- Graduation rates are indicative of highly successful strategies (if applicable).
- Applicant selects one or more of the organization’s consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome.
- Applicant selects one or more of the organization’s low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable).
- If the school is operating under another authorizer, the school’s performance report or authorizer evaluation (**Attachment R**) is favorable.
- Latest audit (**Attachment S**) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law.
- The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, **Attachment T**).

Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

Concerns/Questions

Page

Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

Concerns/ Questions

Page



TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide "a standard application format" (TCA 49-13-116), and "scoring criteria addressing the elements of the charter school application" (SBE Rule 0520-14-01-.01(1)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as "Meets or Exceeds the Standard." Evaluators will rate the responses by applying the following guidance:

Table with 2 columns: Rating, Characteristics. Rows include: Meets or Exceeds the Standard, Partially Meets Standard, Does Not Meet Standard.

The State Board of Education has adopted Quality Charter Authorizing Standards in Policy 6.111. Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer "[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school's development, and clear evidence of the applicant's capacity to execute its plan successfully." An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For

an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.11 Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.15 Financial Plan and Capacity: 3.1 through 3.3 Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.12 through 2.15 Financial Plan and Capacity: 3.1, through 3.3 Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) Financial Plan and Capacity: 3.1 and 3.2 Portfolio Review and Performance Record: 4.1

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the “Strengths” area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the “Concerns/Questions” area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.

4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the “Final Application Review” area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the “Final Application Review” area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name:

Proposed School Name:

Application includes an Executive Summary. Yes

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The application clearly links to purposes 3, 5, and 6 as named in TCA 49-13102. • The application describes unique features of the instructional program. 		13-14 15
Concerns/Questions		Page
<ul style="list-style-type: none"> • While the vision may be measurable, the mission is not. • This plan lacks a description of how Founders will close achievement gaps. 		13 13
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The application clearly links to purposes 3, 5, and 6 as named in TCA 49-13102. • The application describes unique features of the instructional program. • The application explains how the school will make data based instructional decisions to close achievement gaps. 		13-14 15 13-14
Concerns/Questions		Page
<ul style="list-style-type: none"> • The mission is not measurable, but vision may be. 		13-18

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • There were no strengths noted in this section. 		16-18
Concerns/Questions		Page
<ul style="list-style-type: none"> • The application does not clearly define the community from which the school intends to draw their student population. • The population to be served is very broad; no specific population is identified. • Enrollment demographics do not appear to be reasonable for ED and SWD for the proposed area. • The demographics chart on page 16 mentions racial demographics but the projected demographics chart only mentions ED, SWD, and EL students. No projections are made for race. 		16 16 16 17
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The community is defined as those wanting a free option for classical education. 		19-25
Concerns/Questions		Page
<ul style="list-style-type: none"> • The application does not clearly define the community from which the school intends to draw their student population. • The population to be served is very broad; no specific population is identified. • Enrollment demographics do not appear to be reasonable for ED and SWD for the proposed area. • The demographics chart on page 16 mentions racial demographics but the projected demographics chart only mentions ED, SWD, and EL students. No projections are made for race. • The numbers quoted for declining public school numbers have rebounded a bit and were due to COVID, not just parents seeking alternate form of education. 		19-25

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN

Characteristics of a strong response:

- The school’s academic focus aligns with the school’s mission and vision.
- The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school’s academic focus.
- The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards.
- If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment.
- The applicant clearly describes an evidence-based plan to help remediate students’ academic underperformance.
- An existing operator identifies key features of the existing academic plan that will differ from the operator’s existing schools and a strong rationale for these variances.

Initial Application Review

Meets or Exceeds Standard Partially Meets Standard Does Not Meet Standard

Strengths **Page**

- The school’s academic focus aligns with the stated mission and vision statements.
 - Much of the academic plan is research-based.
- 19
20-21

Concerns/Questions **Page**

- An alignment with Tennessee State Standards is not present.
 - The plan lacks a clear plan for math instruction.
 - The plan does not include a plan for students who are not ready for Algebra I in 8th grade.
 - This plan does not clearly describe a plan to remediate students who perform at a lower academic level.
 - What does “facilitating students’ hermeneutic understanding of human events” mean?
- 19-24

21

Final Application Review

Meets or Exceeds Standard **Partially Meets Standard** Does Not Meet Standard

Strengths **Page**

- The school’s academic focus aligns with the stated mission and vision statements.
 - Much of the academic plan is rigorous and research-based.
 -
- 26-55

Concerns/Questions **Page**

- An alignment with Tennessee State Standards is not present; the curriculum mentioned is aligned to common core instead. Core Knowledge is not approved for Science and SS; Access Literacy is not state approved for foundational literacy; Singapore Math is not on the state approved list.
- 26-55

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The plan discusses a tutoring program with Saturday school time. • This school will use a universal screener to measure, monitor, and revise academic achievement goals. • Matriculation plan is like that of WCS since it requires passing core subjects. • Attendance goals are realistic and in alignment with WCS attendance. 		26 25 26 26
Concerns/Questions		Page
<ul style="list-style-type: none"> • No description of frequency or time spent in interventions is included. • RTI plans do not align to TN guidelines. • There is no explanation of goals for grades 4-12. • How will you grade students? • Please explain the baseline goals mentioned on page 25. 		25-27
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The academic achievement goals are rigorous, measurable, and set high standards and high expectations for student learning. • Academic goals support the mission and vision of the school. • A process for measuring, monitoring, and revising academic achievement goals is defined. • RTI Plan is clearly described in accordance with TN guidance. • An appropriate, well-defined corrective action plan is described. • Matriculation plan is like that of WCS since it requires passing core subjects. • Attendance goals are realistic and in alignment with WCS attendance. 		56 56 58 60-62 59-60 63 56
Concerns/Questions		Page

<ul style="list-style-type: none"> The academic achievement goals are not realistic. It is unclear which universal screener will be used. 	56-65
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE

Characteristics of a strong response:

- The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience.
- There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion.
- The applicant identifies specific ways to transform the existing school culture while respecting the school's history.
- If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues.
- If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

NA	
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Concerns/Questions **Page**

NA	
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

NA	
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Concerns/Questions	Page
NA	

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE

Characteristics of a strong response:

- The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements.
- The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities.
- The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.

Initial Application Review

Meets or Exceeds Standard
 Partially Meets Standard
 X Does Not Meet Standard

Strengths

Strengths	Page
No strengths were noted in this section.	29-31

Concerns/Questions

Concerns/Questions	Page
<ul style="list-style-type: none"> • Algebra II is not mentioned, but it is a state requirement for graduation. • While high school graduation requirements are mentioned, they do not match the requirements for graduation in the state of Tennessee. • When does accelerated instruction take place for students at risk of dropping out or not meeting graduation requirements? 	29 29 31

Final Application Review

Meets or Exceeds Standard
 Partially Meets Standard
 X Does Not Meet Standard

Strengths

Strengths	Page
<ul style="list-style-type: none"> • No strengths are noted for this section. 	67-70

Concerns/Questions

Concerns/Questions	Page

- | | |
|---|-------|
| <ul style="list-style-type: none">• Algebra II is not mentioned, but it is a state requirement for graduation.• While high school graduation requirements are mentioned, they do not match the requirements for graduation in the state of Tennessee. College entrance requirements do not match either. | 67-70 |
|---|-------|

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The plan names assessments which will be used to evaluate the academic program. 		32
Concerns/Questions		Page
<ul style="list-style-type: none"> • Many of the internal assessments mentioned may not align to TN State Standards. • No explanation of how assessments align to state standards is included. • Which web-based platform will you use and how will you ensure it meets al TN state and federal privacy requirements? • No plan is included to explain how teachers will be trained in analyzing data to inform instruction. 		32
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The plan names assessments which will be used to evaluate the academic program. • A process for collecting, analyzing, and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders. 		71 71-72
Concerns/Questions		Page
<ul style="list-style-type: none"> • Some of the assessments mentioned on page 71 do not align to state standards. 		71

1.8 SCHOOL CALENDAR AND SCHEDULE

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
No strengths were noted in this section.		34-35
Concerns/Questions		Page
<ul style="list-style-type: none"> • A detailed daily schedule is not included. • A calendar outlining the “174 instructional days” is not included. • It is unclear whether RTI time is included in schedule. • Why is summer school only available to K-2 students? 		34-35
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • Detailed daily schedules were submitted. • Tiered interventions, tutoring, and enrichment are built into the daily schedule. • Extracurricular activities are built into the schedule after the school day. • The applicant explains how the calendar and schedule will be optimal for student learning. 		Addendum 73-74 75-76 73
Concerns/Questions		Page
<ul style="list-style-type: none"> • No concerns. 		73-77

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> · An identification process for students is described. · A plan for exiting ELL students is included. · Strategies for meeting the needs of gifted students is included. 		36-40
Concerns/Questions		Page
<ul style="list-style-type: none"> • No description of leadership team experience in special education. • No hiring plan to attract the staff is described. • Lowering academic expectations of high concentrations of at-risk students is concerning. • An exit plan for students with disabilities is not included. • No strategies for meeting the needs of students with disabilities to access general curriculum are included. 		36-40
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • Leadership team's special ed experience is outlined. • An identification process for students is described. • A viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success is outlined. • A plan for identifying and exiting ELL students is included. • A well-defined plan for monitoring and evaluating progress and exiting students is described. 		77 80 79 81-86
Concerns/Questions		
<ul style="list-style-type: none"> • No hiring plan to attract the staff is described. • An exit plan for students with disabilities is not included. 		

1.10 SCHOOL CULTURE AND DISCIPLINE

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	X <input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The application outlines a clear vision of school culture that will promote a positive academic environment and reflects high levels of academic expectation and support is clear. • The applicant provides a coherent plan for creating and sustaining the intended culture. 		41 42
Concerns/Questions		Page
<ul style="list-style-type: none"> • Handbook is extremely comprehensive, but it refers frequently to Texas law. • Handbook contradicts some information on the application. • Handbook is less relevant to elementary schools. • What happens if student is expelled from the charter? 		Attachment B
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	X <input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The application outlines a clear vision of school culture that will promote a positive academic environment and reflects high levels of academic expectation and support is clear. • The applicant provides a coherent plan for creating and sustaining the intended culture. • The handbook is comprehensive and relevant. 		88-91 88-91 Attachment B
Concerns/Questions		Page
<ul style="list-style-type: none"> • While the handbook is extremely comprehensive, it frequently refers to Texas law. The applicant explained that converting the handbook to meet Tennessee law was expensive and would happen after approval. • Handbook contradicts some information on the application. • Handbook is less relevant to elementary schools. 		Attachment B

1.11 RECRUITMENT AND ENROLLMENT

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant’s enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant’s student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • A description of recruitment plan is included in this application. 		43
Concerns/Questions		Page
<ul style="list-style-type: none"> • It is unclear how this school plans to recruit families who desire this type of education. • Enrollment and recruitment wording do not match in this section and the handbook. 		43-45
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The applicant’s enrollment policy complies with state law and district policies. • The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. 		Attachment D
Concerns/Questions		Page
<ul style="list-style-type: none"> • It is unclear how this school plans to recruit students and families who live in poverty, are academically low-achieving, have disabilities, and are English Learners. 		101-103

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There are no strengths noted in this section.		46-47
Concerns/Questions		Page
<ul style="list-style-type: none"> • Attachment E is not included. 		No Attachment
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		
<ul style="list-style-type: none"> • There is evidence community feedback is incorporated into the application. • Attachment E includes multiple letters of support. • The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. 104-107 		
Concerns/Questions		
No concerns remain for this section. Pages 104-107		

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: Founders Classical Academy has a CMO (Responsive Ed) with experience managing classical charter schools in other areas. They have a clear plan for developing a positive school culture and for meeting the needs of English Language Learners.</p> <p>Weaknesses/Questions: Founders Classical Academy does not clearly describe the community from which the school intends to draw students. This application does not show alignment with TN academic standards. It fails to mention how students will be remediated to be successful in the curriculum during the academic day. Because critical details like a schedule and calendar are not included, it is difficult to determine how instructional time will be used and whether Tennessee requirements will be met.</p>		
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths: Founders Classical Academy has a CMO (Responsive Ed) with experience managing classical charter schools in other areas. They have a clear plan for developing a positive school culture. A viable plan for meeting the needs of special populations is included. An RTI plan which matches Tennessee requirements has also been added. The applicant has a strong plan for recruitment and enrollment which outlines community support.</p> <p>(If Any) Weaknesses: Weaknesses/Questions: Founders Classical Academy does not clearly describe the community from which the school intends to draw students. This application does not show alignment with TN academic standards-both in curricula and assessments. High school graduation requirements are not adequate.</p>		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The initial Board composition appears to have sufficient experience in the fields indicated and commits the to the annual Board training. 		50
Concerns/ Questions		Page
<ul style="list-style-type: none"> • Please explain how the school performance will be measured. • No Board Policies are included in Attachment F. • Grievance process is not clearly explained. 		49 48-50
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The initial Board composition appears to have sufficient experience in the fields indicated and commits the to the annual Board training. • Grievance process is defined. • There is a clear process for handling complaints. 		50 110
Concerns/ Questions		Page
<ul style="list-style-type: none"> • What are the standards for academic results that the Board will use to evaluate the school? • The lack of sexual orientation as a qualifying non-discrimination characteristic in the enrollment of new students section, Bylaws, and Code of Ethics of staff is a concern. 		108-111; Att. D and F
2.2 START-UP PLAN		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No strengths were noted in this section. 		51-52
Concerns/Questions		Page
<ul style="list-style-type: none"> • The timeline given for site selection and required building modifications is not adequate. • Areas mentioned for possible sites do not have adequate space for playgrounds or athletic fields. • The plan for hiring/staffing seems unrealistic due to current staffing challenges across the state. 		51-52
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • Recognizes that facility requirements are the biggest challenge to success at this point. 		112-114
Concerns/ Questions		Page
<ul style="list-style-type: none"> • The timeline given for site selection and required building modifications is not adequate. • Areas mentioned for possible sites do not have adequate space for playgrounds or athletic fields. • The plan for hiring/staffing seems unrealistic due to current staffing challenges across the state. • The start-up budget is not detailed enough to determine if it is sufficient for initial facility needs. 		112-114

2.3 FACILITIES

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • A commercial realtor is helping with property/site acquisition. 		53
Concerns/Questions		Page
<ul style="list-style-type: none"> • The facility plan does not provide sufficient space for the educational program and anticipated student population. • The time between plan approval and anticipated open may not be long enough to secure a site and prepare it for students. • The plan does not clearly define the facility needs. 		53 53 53
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • A commercial realtor is helping with property/site acquisition. • Post-interview response provided annual report for ResponsiveEd showing a large facilities portfolio in TX. • Revised submission provided more information related to ResponsiveED's ability to successfully open 20 schools in TX. 		Confirmed in interview
Concerns/ Questions		Page
<ul style="list-style-type: none"> • The facility plan does not provide sufficient space for the educational program and anticipated student population. • The time between plan approval and anticipated open may not be long enough to secure a site and prepare it for students. • The plan does not clearly define the facility needs. • Enrollment projections have been reduced by about 122 students, which will decrease revenues. However, the projected facility expenses have been reduced by almost half. • Revised budget projections show a reduced projection for rent (down by \$1.1 million). This seems unrealistic. 		115-119

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<ul style="list-style-type: none"> • Security and surveillance upgrades are mentioned, but the budget does not reflect these upgrades. • Because no specific site is identified, it is impossible to fully evaluate the adequacy of the site. 	
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2.4 PERSONNEL/ HUMAN CAPITAL

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The school’s organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school’s success.
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Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X <input type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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<ul style="list-style-type: none"> • The applicant plans to use the TEAM evaluation to evaluate teachers. 	56-57
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Concerns/Questions	Page
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<ul style="list-style-type: none"> • The organizational chart included is vague and states organizational needs in years 2 and beyond cannot be predicted. Attachment G • Will the team hiring an executive director and headmaster include experienced educators and instructional leaders? • No employee manual or personnel policies were provided. 	59 58-59
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X <input type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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<ul style="list-style-type: none"> • The revised submission provides an explanation of the functions of the Head of School. • Founders is working with the Professional Educators of Tennessee to develop a specific “classical” teacher training and certification program. 	120-125
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SECTION 2 – OPERATIONS PLAN AND CAPACITY

Concerns/ Questions	Page
<ul style="list-style-type: none"> The organizational chart included is vague. Attachment G ResponsiveEd will be providing all HR and supervisory services for staff; however, it is unclear how Head of School, ResponsiveEd, Del Rey, and the Board will work together and who locally is in charge of academic programs. 	Attachment G and 120-125

2.5 PROFESSIONAL DEVELOPMENT

Characteristics of a strong response:

- Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement.
- The applicant proposes a thoughtful plan for professional development to address special and diverse populations.
- The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.

Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard

Strengths	Page
<ul style="list-style-type: none"> The plan includes 20 days of professional development for teachers. 	60

Concerns/Questions	Page
<ul style="list-style-type: none"> Does budget cover the extensive the summer pre-training? Where will it take place? The plan does not address special and diverse populations. The plan explains a typical 5 year process of moving teachers from novice to master level but does not define master teacher or explain how professional growth is measured. Teacher collaboration is not addressed in the plan. 	60 61 62 60-62

Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard

Strengths	Page
<ul style="list-style-type: none"> The revised submission provides significantly more information on the PD program. Twenty days of professional development are explained with detailed planning for how needs will be defined and how the twenty days of PD will be utilized. 	126-131

Concerns/ Questions	Page
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SECTION 2 – OPERATIONS PLAN AND CAPACITY

<ul style="list-style-type: none"> No information has been provided for how PD training will address how students with disabilities and ELL students' needs will be met. The plan does not specify how Founders will verify that minority groups feel performance in diverse, inclusive, and culture is satisfactory. 	126-131
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2.6 INSURANCE

Characteristics of a strong response:

- The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage.
- The insurance company letter (**Attachment J**) confirms that required coverage will be provided upon approval of the charter school application.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths

	Page
<ul style="list-style-type: none"> No strengths were noted for this standard. 	63

Concerns/Questions

	Page
<ul style="list-style-type: none"> Attachment J is not included. Do you intend to have school athletic programs? If so, when and at what levels? Is insurance coverage adequate if athletic programs are planned? 	63

Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths

	Page
<ul style="list-style-type: none"> The coverage amounts appear to be consistent with what WCS requires of our contractors. 	132

Concerns/ Questions

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<ul style="list-style-type: none"> There is still no explanation of how coverage will apply to contact sports programs. 	132
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2.7 TRANSPORTATION – IF APPLICABLE

Characteristics of a strong response:

- The applicant’s transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable.
- The applicant has a sound plan for oversight of its transportation operations.
- The applicant has a plan for transporting special needs students where necessary.
- The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

<ul style="list-style-type: none"> No strengths were noted in this section. 	64
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Concerns/Questions **Page**

<ul style="list-style-type: none"> No transportation plan provided. If your goal is to make classical education available to every family who desires it, how do you do it when you don’t provide transportation? Without transportation, how will you include the target audience? 	64
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

<ul style="list-style-type: none"> The revised submission commits to providing transportation to students with IEPs that require it, and funds are included in the budget to support those IEP needs. 	133-134
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Concerns/ Questions **Page**

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<ul style="list-style-type: none">• Founders does not intend to provide transportation.• Founders intention to not provide transportation while being located centrally within the county does not align with their intent to provide classical education to families who want it but can't afford it.• Without transportation, how will you include the target audience?	133-134
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S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE bei		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • There is no evidence of strength for this standard. 		65
Concerns/Questions		Page
<ul style="list-style-type: none"> • The application explains a plan to apply for an NSLP but the timeline may be inadequate. • It is unclear how lunch will be provided in the event the facility is without a kitchen. • The application does not address how free and reduced lunch information will be collected from families. • Who will manage the school lunch program? 		65
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • There is no evidence of strength for this standard. 		135
Concerns/ Questions		Page
<ul style="list-style-type: none"> • The application explains a plan to apply for an NSLP but the timeline may be inadequate. • It is unclear how lunch will be provided in the event the facility is without a kitchen. • The application does not address how free and reduced lunch information will be collected from families. • Who will manage the school lunch program? 		135

2.9 ADDITIONAL OPERATIONS

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The plan includes 1-2 custodians who will handle school janitorial services and maintenance and one safety official. 		67
Concerns/Questions		Page
<ul style="list-style-type: none"> • How will 40 laptops meet the needs of 1,000 students? • What school management system do you intend to use? • How will you address the medical needs of students without a school nurse? • How will maintenance concerns be managed? 		66-67
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The plan includes 1-2 custodians who will handle school janitorial services and maintenance and one safety official. • A full time nurse will be provided, but there is no salary or supplies in the proposed budget. • Commits to comply with FERPA. 		136-138
Concerns/ Questions		Page
<ul style="list-style-type: none"> • The revised plan does not change the number of computers to be supplied by the school. • No mention of CIPA compliance. • No draft safety plan is included. • Salary info for the school nurse and health supplies are not mentioned in the budget. 		136-138

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> • If the school plans to contract with a CMO, the applicant describes the service provider’s educational and management success and the rationale and process for selecting the CMO. • There is a clear division of roles between the board and the CMO. • There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. • If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	X <input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The plan clearly explains how the applicant selected their CMO and why. • The plan lists the responsibilities of the CMO which include both operational and instructional responsibilities. 		68-69
Concerns/Questions		Page
<ul style="list-style-type: none"> • How is ResponsiveED affiliated with Hillsdale College? • Attachment K is not detailed enough to clearly meet all standards listed above. 		69 Attachment K
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	X <input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • The plan clearly explains how the applicant selected their CMO and why. • The plan lists the responsibilities of the CMO which include both operational and instructional responsibilities. • Attachment K gives a much better definition of the responsibilities of Responsive Ed within the agreement with Del Rey. 		139-142 Attachment K
Concerns/ Questions		Page
<ul style="list-style-type: none"> • CMO agreement provided with the revised submission is nonbinding agreement between ResponsiveEd and Del Rey. ResponsiveEd has not signed the MOU. 		Attachment K

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X <input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
NA		
Concerns/Questions		Page
NA		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X <input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No waivers requested. 		143-145
Concerns/ Questions		Page
Follow up information states no waivers will be needed; however, Core Knowledge is not an adopted, reviewed curriculum. Therefore, a waiver will need to be requested. The revised submission indicates Founders will now request 8 waivers. The rationale for these waivers is that these will be needed in order to execute their curriculum and hire/maintain the highest quality of staff.		143-245
2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization’s stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L). 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No strengths are noted for this standard. 		74
Concerns/Questions		Page
<ul style="list-style-type: none"> • This section is blank and attachment L is not included. 		74
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No strengths are noted in this section. 		147
Concerns/ Questions		Page
<ul style="list-style-type: none"> • It is unclear as to why this section is seen as not applicable. ResponsiveEd and Del Rey Education networks are to be relied on to run significant portions of this school. 		147

2.13 NETWORK MANAGEMENT

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The leadership team is identified, together with their roles and responsibilities. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No strengths were noted for this standard. 		75-77
Concerns/Questions		Page
<ul style="list-style-type: none"> • This section is blank. • There is no attachment M. 		75-77
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No strengths were noted for this standard. 		75-77
Concerns/ Questions		Page
<ul style="list-style-type: none"> • This section is blank. • There is no attachment M. 		75-77

2.14 NETWORK GOVERNANCE

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response:

- 1) **If there is a network board that operates as the main governing body with each school having an advisory committee:**
 - Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network.
 - Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely.
 - Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools.
 - There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s).
- 2) **If there will be one governing board for all schools at the local level:**
 - Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary).
 - A copy of the by-laws and organizational chart is included.
 - There is a clear, thorough plan to transform the board’s membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities.
 - There is a plan in place for board training as required by Tennessee law.

Initial Application Review

Meets or Exceeds Standard Partially Meets Standard X Does Not Meet Standard

Strengths

Page

- No strengths were noted for this standard.

78

Concerns/Questions

Page

- This section is blank.

78

Final Application Review

Meets or Exceeds Standard Partially Meets Standard X Does Not Meet Standard

Strengths

Page

- No strengths were noted for this standard.

78

Concerns/ Questions

Page

- This section is blank.

78

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS

Characteristics of a strong response:

- Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school’s success.

Initial Application Review

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> There were no strengths noted in this standard. 		79-81
Concerns/Questions		Page
<ul style="list-style-type: none"> This section is blank. 		79-81
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> There were no strengths noted in this standard. 		79-81
Concerns/ Questions		Page
<ul style="list-style-type: none"> This section is blank. 		79-81

SECTION P CAPACITY
2 OPERATIONS PLAN AND

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: The applicant has an experienced CMO who will manage operations.</p> <p>Weaknesses/Questions: While the CMO has experience managing charters in other states, they have not yet run a school in Tennessee. Because a facility has not yet been chosen, many questions remain unanswered. The facility needs are not clearly defined, and an adequate budget is not in place to manage numerous operational functions.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: The applicant has an experienced CMO who will manage operations. The PD program has been updated and gives significantly more detail about how teachers will be trained.</p> <p>(If Any) Weaknesses: While the CMO has experience managing charters in other states, they have not yet run a school in Tennessee. Because a facility has not yet been chosen, many questions remain unanswered. The facility needs are not clearly defined, and an adequate budget is not in place to manage numerous operational functions. Many details remain unclear or are not included in this application.</p>		

3 – FINANCIAL PLAN AND

3.1 & 3.2 CHARTER SCHOOL FINANCING

SECTION P CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all startup expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant's internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No strengths were noted in this section. 		Attachment N
Concerns/Questions		Page
<ul style="list-style-type: none"> • Procedures, policies, systems, and processes are not clearly defined in this application. • The budget is lacking and is not viable. • The application does not explain how the CMO will meet the above standards. • The percentages in attachment O do not add up correctly. • Revenue and cost assumptions are not fully supported. 		Attachment N
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No strengths were noted in this section. 		Attachment N
Concerns/ Questions		Page
<ul style="list-style-type: none"> • The new submission of attachment N does not address the requirements of the application but explains why the TDOE expectations are problematic. • The financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits lacks detail. There are no draft policies or controls. • ResponsiveEd appears to have adequate financial expertise, but no procedures are defined. • More detail is offered in the start-up and five-year budgets; however, there is concern about cash flow in year one. TISA monies are not available until S 		Attachment N

4 – FINANCIAL LAN AND

3.3 NETWORK FINANCIAL PLAN

SECTION P CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No strengths were noted for this standard. 		Attachment O
Concerns/Questions		Page
<ul style="list-style-type: none"> • The budget lacks the specificity and details needed to determine if it is viable and realistic. • There is no contingency plan to meet financial needs if anticipated revenues are lower than estimated. 		Attachment O and follow up documents
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<ul style="list-style-type: none"> • No strengths were noted for this standard. 		Attachment O
Concerns/ Questions		Page
<ul style="list-style-type: none"> • Attachment O does not explain all the questions provided, but it has improved. They anticipate \$125 in per student fees, but they have only budgeted about \$20 per student. • What is the contingency plan if enrollment numbers do not meet expectations? 		Attachment O and follow up documents

Characteristics of a strong response:

- Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator’s schools are high performing and successful (**Attachment Q**).
- Graduation rates are indicative of highly successful strategies (if applicable).
- Applicant selects one or more of the organization’s consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome.
- Applicant selects one or more of the organization’s low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable).
- If the school is operating under another authorizer, the school’s performance report or authorizer evaluation (**Attachment R**) is favorable.
- Latest audit (**Attachment S**) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law.
- The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, **Attachment T**).

Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

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Concerns/Questions

Page

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Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

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Concerns/ Questions

Page

This section was blank in the application.	86
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TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide "a standard application format" (TCA 49-13-116), and "scoring criteria addressing the elements of the charter school application" (SBE Rule 0520-14-01-.01(1)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as "Meets or Exceeds the Standard." Evaluators will rate the responses by applying the following guidance:

Table with 2 columns: Rating, Characteristics. Rows include: Meets or Exceeds the Standard, Partially Meets Standard, Does Not Meet Standard.

The State Board of Education has adopted Quality Charter Authorizing Standards in Policy 6.111. Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer "[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school's development, and clear evidence of the applicant's capacity to execute its plan successfully." An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For

an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.11 Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.15 Financial Plan and Capacity: 3.1 through 3.3 Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.12 through 2.15 Financial Plan and Capacity: 3.1, through 3.3 Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) Financial Plan and Capacity: 3.1 and 3.2 Portfolio Review and Performance Record: 4.1

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the “Strengths” area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the “Concerns/Questions” area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.

4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the "Final Application Review" area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the "Final Application Review" area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: Kevin Keidel

Proposed School Name: Founders Classical Academy

Application includes an Executive Summary.


Yes

No

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant links the mission and vision to at least 3 of the purposes for charter schools (3 rd , 5 th and 6 th purposes). The application describes unique features of the instructional program.		13-15
Concerns/Questions		Page
The mission is not measurable, but the vision may be. The application indicates K-12, but this section indicates K-8 only (states they will have closed the achievement gap before high school). Connection to first purpose is not clear. The application lacks description of how they will close achievement gaps.		13-15
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant links the mission and vision to at least 3 of the purposes for charter schools (3 rd , 5 th and 6 th purposes). The application describes unique features of the instructional program.		13-18
Concerns/Questions		Page
The mission is not measurable.		13-18

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY 		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		16-18
Concerns/Questions		Page
Intention for selecting community is based on high growth of population and not on meeting academic need. Rationale for need is more about helping district with high growth demand than academic need. They describe a very broad population to serve. Enrollment demographics do not appear to be reasonable for ED (Economically Disadvantaged) and SWD (Students with Disabilities). Race is mentioned in parts (c) and (e) but not included in demographics chart. Enrollment practices are missing from this section, but they are found in the handbook.		16-18
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		19-25
Concerns/Questions		Page
Intention for selecting community is based on high growth of population and not on meeting academic need. They identify schools with lower achievement in Fairview and Spring Hill but suggest a Franklin location. In a later section, they suggest a possible Nolensville location. Rationale for need is more about helping district with high growth demand than academic need. They describe a very broad population to serve. Enrollment demographics do not appear to be reasonable for ED (Economically Disadvantaged) and SWD (Students with Disabilities). The premise that enrollment in WCS is down is outdated as WCS enrollment has increased after the national dip due to COVID-19.		19-25

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

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1.3 ACADEMIC FOCUS AND PLAN

- Characteristics of a strong response:
- The school’s academic focus aligns with the school’s mission and vision.
 - The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school’s academic focus.
 - The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards.
 - If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment.
 - The applicant clearly describes an evidence-based plan to help remediate students’ academic underperformance.
 - An existing operator identifies key features of the existing academic plan that will differ from the operator’s existing schools and a strong rationale for these variances.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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The schools academic focus aligns with their mission and vision. Their plan is research based.	19-24
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Concerns/Questions	Page
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<p>There is no alignment with TN State Academic Standards – they stated they will do a thorough review but have not done so yet.</p> <p>Does not address the needs of the targeted student population (goes back to a previous section in which targeted population was unclear).</p> <p>The application lacks a clear plan for math instruction.</p> <p>The plan implies that all take Algebra I in 8th grade but does not include plan for students who are not ready.</p> <p>There is no plan to help remediate students’ academic underperformance.</p> <p>Describes classroom environment but does not explain the differences from existing schools.</p> <p>Did not address science education at all in section c.</p>	19-24
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

The schools academic focus aligns with their mission and vision. Their plan is research based.	26-55
Concerns/Questions	Page
<p>Most of the curriculum is not aligned with TN State Academic Standards. For example, Singapore Math and Core Knowledge for Science and Social Studies are aligned to Common Core Standards, but not TN Academic Standards.</p> <p>Statistics is not mentioned at all, but is an option for preparing students for post-secondary</p> <p>Does not address the needs of the targeted student population (goes back to a previous section in which targeted population was unclear).</p> <p>Schools listed as examples, Nashville Classical and Rock Springs Elementary had larger dips in achievement than WCS.</p>	26-55

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
They have a tutoring program with Saturday school time. They have a screener to measure skills. Their matriculation plan is similar to ours with passing core subjects. Their attendance goals are realistic.		25-28
Concerns/Questions		Page
The plan does not describe frequency or time spent in interventions. The RTI plan does not align to TN guidelines – need to know more about ResponsiveEd's work in this area. We don't see any grades 4-12 goals. Will you be using numerical grading practices in all levels? Plan refers to averages of 70 or above. How will you follow the TN retention law including the provision for 3 rd grade reading proficiency? Where did baseline data for the goals come from? How did they determine percentage increase? What is a Met Standard Score of 40? - Success on TCAP? On track or mastered. Would like to see plan to establish baseline from specific targeted community. How frequently will you monitor results once using the corrective action plan? What specific measures will you use?		25-28
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

They have a tutoring program with Saturday school time. They have a screener to measure skills. Their matriculation plan is similar to ours with passing core subjects. Their attendance goals are realistic. Academic goals are rigorous and measurable but not realistic RTI plan does align to TN guidelines	56-65
Concerns/Questions	Page
	56-65

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		N/A
Concerns/Questions		Page
N/A		N/A
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard

Strengths		Page
N/A		N/A
Concerns/Questions		Page
N/A		N/A

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements. ▪ The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities. ▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		29-31
Concerns/Questions		Page
The plan left off Algebra II which is a state requirement and a college entrance requirement. The plan gives 2 credits for Algebra I over two years – our state only allows one credit unless it is the A/B course specifically for students with an IEP. How does your high school course requirements meet the state graduation requirements or college admission requirements? The listed Social studies requirements do not meet state requirements Speech and debate is listed as a Fine Art but it is not an acceptable fine arts credit for state graduation or college entrance in Tennessee The plan is missing health and wellness requirement. What is HOPE program? They have not explained how they will calculate GPA		29-31

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

When does “accelerated instruction” take place for students at risk of dropping out or not meeting graduation requirements?		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
GPA table is listed but does not include TN Uniform GPA		67-70
Concerns/Questions		Page
<p>The plan left off Algebra II which is a state requirement and a college entrance requirement.</p> <p>The plan gives 2 credits for Algebra I over two years – our state only allows one credit unless it is the A/B course specifically for students with an IEP.</p> <p>The listed Social studies requirements do not meet state requirements.</p> <p>Speech and debate is listed as a Fine Art but it is not an acceptable fine arts credit for state graduation or college entrance in Tennessee.</p>		67-70

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		32-33
Concerns/Questions		Page
How will you ensure that all assessments are aligned to TN State Standards? I am concerned that many listed on page 32 for internal assessments may not align to TN standards. Assessments listed in handbook are not to the state of TN (I see Texas assessments). This section does not explain how the assessments align with the performance goals from prior section. Which web-based platform will you use and how will you ensure it meets all TN state and Federal privacy requirements? Process for analyzing data in Dallas for TN students concerns us – we would like to know more about this. Lacking a detailed plan to train teachers in analyzing data to inform instruction		32-33
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
TN Ready Assessments will be given.		71-72
Concerns/Questions		Page
I am concerned that some assessments listed on page 71 for internal assessments may not align to TN standards. Assessments listed in handbook are not to the state of TN (I see Texas assessments). Process for analyzing data in Dallas for TN students concerns us.		71-72

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		34-35
Concerns/Questions		Page
Missing detailed daily schedule by grade to see core subject instructional time. Can you please provide that? Need to see school instructional time allowing 174 days. They may not know the state’s requirements. We can’t see that tutoring and tiered interventions are built into the schedule – wording is vague. When will tutoring and tiered interventions taking place? How are all teachers available for academic tutoring during the elementary school day? Why is summer school only available to K-2 students? Focus of Saturday school focused on prior year state assessment needs more details or explanation. Refers to commonly missed questions – we don’t get that information from TN state testing. Did not address anticipated resource and staffing needs for Saturday School, summer school and after school. Did not explain if programs are mandatory or not for identified students.		34-35
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	Does Not Meet Standard
Strengths		Page
They included a daily schedule and calendar. Attachment A was included this time.		73-77
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

No Concerns	73-77
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1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS

Characteristics of a strong response:

- The leadership team has strong experience working with special populations.
- The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations.
- There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students.
- The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success.
- The applicant has well-defined plans for monitoring and evaluating progress and exiting students.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

The plan does describe an identification process for students. There is a plan for exiting English Learners from ESL services. Strategies were listed for meeting needs of gifted students.	36-40
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Concerns/Questions **Page**

The plan does not address the leadership teams' strong experience. There is no hiring plan to attract staff listed. Scaffolding is not research-based effective strategy for working with gifted students. The additional tutoring for at-risk students part of the Saturday School. I have serious concerns about lowering expectations for high concentrations of at-risk students on p. 39. There is no plan for exiting students from services for students with disabilities. I do not see strategies for meeting needs of students with disabilities to access the general education curriculum.	36-40
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Final Application Review

<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

The plan does describe an identification process for students. There is a plan for exiting English Learners from ESL services. Strategies were listed for meeting needs of gifted students.	77-87
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Concerns/Questions **Page**

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

There is no hiring plan to attract staff listed. There is no plan for exiting students from services for students with disabilities.	77-87
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1.10 SCHOOL CULTURE AND DISCIPLINE

Characteristics of a strong response:

- The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support.
- The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive.
- The Student Handbook (**Attachment B**) includes relevant, comprehensive, and legally sound policies.
- The student discipline policy (**Attachment C**) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

There is a clear vision for school culture and the plan for sustaining it is coherent.	41-42
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Concerns/Questions **Page**

<p>The handbook is extremely long/comprehensive, but refers to Texas laws throughout – needs to be aligned to TN to be legally sound. Handbook information contradicts some info in the application (e.g. Algebra II and Texas assessments) Please align and update the handbook to TN so we can evaluate per the rubric. Saturday School in the Handbook is described for discipline, but earlier in the application it was an academic intervention. Handbook is very much focused on secondary schools and not as relevant to elementary. Attachment C is in a completely different format than the handbook and contains alignment to Texas law.</p>	41-42
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

There is a clear vision for school culture and the plan for sustaining it is coherent.	88-97
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Concerns/Questions **Page**

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

<p>The handbook is extremely long/comprehensive, but refers to Texas laws throughout – needs to be aligned to TN to be legally sound. Handbook information contradicts some info in the application (e.g. Algebra II and Texas assessments) Please align and update the handbook to TN so we can evaluate per the rubric. Handbook is very much focused on secondary schools and not as relevant to elementary. Attachment C is in a completely different format than the handbook and contains alignment to Texas law.</p>	88-97
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1.11 RECRUITMENT AND ENROLLMENT
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Characteristics of a strong response:

- The applicant’s enrollment policy (**Attachment D**) complies with state law and district policies.
- The applicant outlines a compelling community outreach plan that is likely to foster demand and community support.
- Applicant’s student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.

Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard

Strengths	Page
Strong plan is described.	43-45

Concerns/Questions	Page
Do you intend to follow WCS’s policy regarding charging tuition if they enroll students of teachers living in other counties? No plans for enrolling students experiencing homelessness It is not clear how they recruit all the families who desire this type of education. What is the gap missing in WCS that they can fill for families and how do they reach those families who are experiencing that gap? Need more specifics. May need to translate into Chinese, Korean and Arabic as well as Spanish to be open to all On p. 44, there is a reference to admitting anyone without an admission screen in TX and Arkansas – what will they do here? Enrollment and recruitment wording in application section 1.11, Enrollment (Attachment D) and student handbook (Attachment B) are not all matching in language and plans. Will they be recruiting FSSD students/families for K-8 as well as WCS?	43-45

Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard

Strengths	Page
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

The plan is described.	98-103
Concerns/Questions	Page
No plans for enrolling students experiencing homelessness.	98-103

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT

- Characteristics of a strong response:
- There is evidence that community feedback is incorporated in the application.
 - There are 3 or more letters of support, MOUs, or contracts with community partners (**Attachment E**).
 - The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school.
 - The applicant has a well-defined plan for informing and educating parents on school policies.

Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard

Strengths	Page
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There were no strengths included in this section.	46-47
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Concerns/Questions	Page
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There were no supporting documents – no attachment E.	46-47
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Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	Does Not Meet Standard

Strengths

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Attachment E includes multiple letters of support.

Concerns/Questions

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <p>The plan has a clear mission focused on culture.</p> <p>Weaknesses/Questions:</p> <p>There is no evidence the school will align its instruction and assessments with Tennessee state standards. There is no evidence its existence will help close achievement gaps for students in Williamson County. There is no evidence that the strategies used have a research base for effectiveness with high achieving students.</p>		
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Strengths:

The plan has a clear mission focused on culture. Appropriate attachments have been included this time

(If Any) Weaknesses:

Application does not show alignment to TN Standards and high school graduation requirements do not meet TN graduation or college admission requirements.

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Board members will be trained as required by law.		49-50
Concerns/ Questions		Page
-What are the standards/metrics for academic results that the Board will use to evaluate the school? -Qualifications: Bylaws Article III, section 3 indicates that Board members are not required to be residents of Williamson County. Why is that the case? How is local decision-making supported without the Board being a part of the community and understanding community concerns more fully? - Code of Ethics (Attachment F4, Paragraph 2) mentions “sexual orientation” as a non-discrimination characteristic for students, but specifically leaves it out from the paragraph for educators. Why are the paragraphs for students and educators identical except for that one classification? - Enrollment (Attachment D, Exceptions): It appears you intend to enroll students who do not reside in Williamson County, is that correct? - If a target is to provide a classical education to economically disadvantaged students, why is a transportation plan that would get ED students to school a missing part of the application?		49-50
Final Application Review		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>-The Board composition appears to have sufficient experience in the fields indicated and commits to annual board training.</p> <p>The revised submission expanded upon the circumstances and process for addressing complaints to the Board, and removed or added three people on the Board. But no other substantial changes were made.</p>		108-111
Concerns/ Questions		Page
<p>- The Lack of "sexual orientation" as a qualifying non-discrimination characteristic in the “enrollment of New Students” section (Atth D, 2nd page), in the Bylaws (Attch F3, Art I, Sec 5) and Code of Ethics (Attch F4 - Code of Conduct, Para 2.c.2) for staff is a concern. During the interview Founders thought it was an oversight, yet it is in two spots in the response in different documents, and in the same page of the Code of Ethics the term was missing in one paragraph but not in another... None of this was not changed in the revised submission, thus the concern remains.</p>		108-111

2.2 START-UP PLAN		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>Recognizes that facility requirements are the biggest challenge to success at this point.</p>		112-114
Concerns/Questions		Page
<p>Previous concerns remain. Post-interview responses to FFE concerns assume that ResponsiveED will solve any FFE shortfalls.</p> <p>-Start-up budget does not provide the level of detail required to determine sufficiency particularly with respect to initial facility needs. The Year 0 budget shows total expenses of \$1,166,038 but no funds to construct or renovate a facility, and only \$1,300,000 of revenues for that year from yet unidentified sources.</p> <p>- The “Year Zero” paragraph (Page 112) was added in the revised submission. It indicates that the founding Head of School will be hired in time to start working full time in September 2023, yet the school is targeted to open in August 2023...??? This may be a misprint and meant to refer to the “Head Master” position shown in the table on Page 112, to be hired by October 2022, but both these bits of info were new to the</p>		112-114

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>revised application and presumed to be intentional... So, which is it? Section 2.4 Personnel/Human Capital (Page 120, Para a.) appears to clarify this by stating that both the Head of School and the Executive Director will be in-place 9-months before school opens, so October 2022. However, on the next page (Page 121, 1st para) the revised submission states that the Head of School will start no later than December 2022...???</p> <p>-Acquisition of a school site was added in the revised submission and indicated at final date of October 2022 for purchase/lease, with permitting for the necessary construction/renovation work to be done that same month. Yet, no firm site (temporary or interim) has been finalized and , to-date, no design work for the necessary construction/modifications has been done. The current construction/renovation market in the Nashville/WilCo area is very expensive at the moment with new school construction bids approaching \$300/SF. While renovation costs will be less, the bidding market is demanding very much higher costs than just a year ago. So, the facilities timeline for an August 2023 school start is still very concerning. This makes parts of the rest of the timeline somewhat suspect as the facility for the hires in the timeline to work in may not be available.</p> <p>- A third back-up site, located on Duke Drive in the Cool Springs area, has been added to the revised submission. Like one of the other back-up sites, this 3rd site currently has occupants in it, and like both the other two sites it has no space for playgrounds or other outside grass area for activities.</p> <p>- Paragraph 2 (Page 113) states that many teachers are not equipped to teach in a classical school. Given the already difficult teacher shortage in Tennessee coupled with the high cost of living in WilCo, how can Founders be sure they will get the caliber teachers they'll need?</p>	
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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Recognizes that facility requirements are the biggest challenge to success at this point.	51
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Concerns/ Questions	Page
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<p>-Previous concerns remain. Post-interview responses to FFE concerns assume that ResponsiveED will solve any FFE shortfalls.</p> <p>-Start-up budget does not provide the level of detail required to determine sufficiency particularly with respect to initial facility needs.</p>	51-52
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2.3 FACILITIES

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Claims that ResponsiveED’s facilities group has a strong record of finding and operating adequate facilities.		53-55
Concerns/Questions		Page
Anticipated enrollment of 1,028 is shown on P17, but your budget template shows 1,128 by Yr-5. Your response to item 2.3(b) says 950 students. Which is it? -Purchase 85KSF (p53), Cool Springs, Berry’s Farm, Nolensville. - Estimates \$24M in facility costs over 30-years (p53). - \$1.3M/yr on facility – after purchase/build? (p53). Budgeting \$2M+/yr (p210) - Charter Approval in Apr ’22, thus, 16-mos to get a facility ready for school – with no current design in place. -P53(a): Describe Your Facility Needs: The response template asks you to describe the number of classrooms, SF/Classroom, Classroom types, SF per of additional school space such as science labs, art rooms, auditorium, main office, etc. Your submission didn’t do that, why? How do you know what you’re looking for? -What is the classroom sizes (students per grade) you are planning for?: -Budget (P210) shows the need for 36 classrooms to start K8 in Yr-1 with 728 students (20 Students/ClRm), ramping up to 52 classrooms K12 by Yr-5 with 1,128 Students (21.7 Students/ClRm.) So, at 34SF/Student x		53-55

SECTION 2 – OPERATIONS PLAN AND CAPACITY

21.7 Students per room = 738SF/CIRm. So, 738SF/CIRm x 52 CIRms = 38.4KSF net just for classrooms? At Page 53-55

20% for ancillary spaces (hallways, restroom, MEP closets,..) the need is 46.1KSF just for classroom wings. Other needs such as Café, Gym, Media, Office/Clinic, Storage, etc., are not addressed. SPED classroom needs are not addressed. -P53(b): Facility vs. Proposed Budget: You state that your proposed budget is trying to keep facility expenses under 15% of the anticipated state budget of (\$9M/yr = \$9.5K/student x 950 Students) thus \$1.35M/yr. Given the current cost of construction now in WilCo (\$271/SF for schools x 85KSF = \$23M or all of the first 2.4-years of state funds) just for a building. How do you intend to stay under that 15% target while constructing a building and purchasing the land for it? -P54(f): Facilities Timeline: Start-Up Timeline shows different dates/timeframes for facilities selection, construction, outfitting than the plan on P54. Which is correct? -P54(g): Back-up Plan Sites: They are small. How do you know they will be available? No area for athletics or age-appropriate playgrounds.

Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

<p>Claims that ResponsiveED’s facilities group has a strong record of finding and operating adequate facilities.</p> <p>Post-interview response provided annual audit report for ResponsiveED that shows large facilities portfolio in Texas.</p> <p>Revised submission provided a bit more answers to the questions asked in the application, and modified some of the application. The revised submission added more narrative relative to Founder’s reliance on ResponsiveEd’s experience in successfully opening 20 such charter schools in Texas using various facility configurations.</p>	115-119
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Concerns/ Questions **Page**

<p>-Revised submission indicates the need for a facility with at least 24 classrooms (680SF/class) for the initial K-8 year. That minimum classroom requirement goes to 30 for Year-2 and increases to 39 by year-5 for K-12. Initial focus is to find at least 35KSF of space mixed into various facilities (churches, retail, office, etc.)(Page 117). That mix further complicates the oversight, security, and operational support requirements for supporting the students and staff.</p> <p>-Revised submission has reduced the enrollment projections by about 122 students. Thus, the revenue projections are a bit lower. But, the projected facility related expenses have been reduced by close to half what they were, with no reduction in the facility requirement. This change appears to have come from the projected rental costs which have dropped by over \$1M/yr...with no explanation on how/why that took</p>	115-119
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SECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>place. Presumably from getting church locations to lease vice commercial property, or adjusting their new construction goals...???</p> <p>-The revised Year-1 budget projects \$600,000/yr for rent (down \$1.1M from the original submission of \$1.7M). At 35KSF minimum space, that’s \$17/SF rent cost. Year-5 budget projects \$650,000/yr for rent (again, down \$1.05M from the original submission), with an anticipated need for, presumably, 85KSF (Page 115), results in \$7.65/SF rent cost. These are unrealistic expectations given what WCS has observed in the current market prices in WilCo for commercial space. It is hard to believe that even churches with available weekday space would lease property at \$7.65/SF. None of these rental costs include utilities or custodial costs projected at over \$300,000/yr, which would move the Year-5 rental cost to \$12.76/SF, a figure that is still very low against the market.</p> <p>- Security entry control and surveillance upgrades are mentioned, but there does not appear to be any funds budgeted for them.</p> <p>-Attachment O - Budget Narrative (Facilities para) indicates that Founders intends to rent space(s) for the first 5-years, and anticipates needing to move to a larger facility in Year-4. So, whatever renovations are necessary to move into the initial (incubation) space(s) for Years 1 thru 3, the cost of those renovations will be lost or maybe rolled into rent reductions from the lessor for those years.</p> <p>-Revised submission indicates that a 92KSF facility has been located in the Cool Springs area, but the exact location was not shared. It also identifies the Duke Drive facility and mentions, but does not identify two large church locations. Unfortunately, no specific location has been shared with the evaluation committee, thus we are unable to fully evaluate the adequacy of the site(s), nor what level of renovations will be required in order to evaluate the sufficiency of the timeframe and budget Founders has presented for an August 2023 opening. Estimated rental cost for this 92KSF facility would be around \$7/SF based on the budgeted rental figures plus utilities, custodial, and necessary renovation costs...</p>	
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2.4 PERSONNEL/ HUMAN CAPITAL
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The school’s organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school’s success.
Initial Application Review

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		56-59
Concerns/Questions		Page
<p>-No detailed Org Chart provided in Attachment G</p> <p>-Not clear that the recruiting and hiring practices are likely to result in diverse leadership or staffing that reflects the student body.</p> <p>-No policy provided for addressing unsatisfactory leadership or teacher performance and turnover.</p> <p>-No employee or personnel policy manual is provided.</p> <p>P56(a):</p> <p>-Attach G says that Founders is unable to project what the Org Chart positions will be because they don't know what the needs of the school and students will be. If ResponsiveED has so much experience in running classical schools in other areas, what makes WCS students so different that you can't project the Organization you'll need?</p> <p>- Will your Scope & Sequence change once you fully assess WilCo students?</p> <p>-Professional Employer Organization (PEO): ResponsiveED will do all HR, payroll, and PD. Has ResponsiveED managed any Charter Schools in Tennessee before?</p> <p>P56(b): In paragraph (a) you state that Del Rey will hire the ExDir, but in paragraph (b) you state that ResponsiveED will do the search for the school's Headmaster. Who is the hiring authority? What experienced Williamson County Educators and Instructional Leaders will be involved in this selection process?</p>		56-59

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>P56(c): Recruiting:</p> <ul style="list-style-type: none"> - Leans on outside agencies like ResponsiveED to do hiring of instructional staff too, not just operational staff. -No previous achievement data provided, even from other ResponsiveED or Del Rey’s other classical schools. <p>P57(d): Hiring Teachers: You state that it’s important that students see teachers who can relate to their backgrounds and experiences. What is your policy on hiring and retention of openly LGBTQ staff members?</p> <p>P57-58(g): Unsatisfactory leadership or performance: Who is managing this school? Who will actually make the decisions on termination? Is ResponsiveED the defacto organization in-charge?</p> <p>P58(j): Employee Manual as Attach J: You did not provide a manual. Couldn’t you have included a hyper link to this employee manual and personnel policies?</p> <p>P59 Chart: No clarity on what “Specialized School Staff” and “School Operations Support Staff” that will be hire in Yr-1 and Start-up respectively</p>	
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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<ul style="list-style-type: none"> -The revised submission provides new explanation on the functions of the Head of School. -The revised submission indicates (in Page 122, 2nd Para) that Founders is working with the Professional Educators of Tennessee to develop a specific “classical” teacher training and certification program. It’s not clear why that is needed but it does follow with Founders intent in Section 2.11 (Page 145) indicates their intention for some waiver flexibility with regards to licensure of leadership personnel. 	120-125
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Concerns/ Questions	Page
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<p>-As with the original submission, the revised submission did not provide an organization chart for the school itself (Attch G), but repeated the previous statements that ResponsiveEd will be providing all HR and supervisory services for all staff. Its still unclear how the entities of Head of School, ResponsiveEd, Del Rey, and the Board work and who locally is in-charge of academic programs.</p>	120-125
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2.5 PROFESSIONAL DEVELOPMENT

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Plan includes 20 days of professional development per year as well as mentoring.		60-62
Concerns/Questions		Page
- P60(b): ResponsiveED will do all 's PD? -P61(d): Does your budget cover the extensive the summer pre-training? How long is this training? Where will it be done? -P61(e): You state that “In our most diverse campuses where whites are in the minority or only slight majority, we have found this consistent whole group approach has year in and out met our standards of excellent performance.” What are your standards of performance relative to diverse, inclusive and cultural groups? Does your personnel hiring and student candidate policies support openly LGBTQ persons? - How have you verified that the minority groups feel your performance in diverse, inclusive and culture is satisfactory and supportive of those minority groups?		60-62
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>-The revised submission provided significantly more information on the PD program.</p> <p>- The application does include twenty days of professional development with detailed planning for how needs will be defined and how the twenty days of PD will be utilized. Daily schedules are provided where appropriate.</p>	126-131
Concerns/ Questions	
<p>-No new information was provided in response to concerns described above in the “<i>Previous Final Concerns</i>” section above with evaluating the success of the “whole group approach” to diversity efforts.</p> <p>-No information has been provided on PD training in the area of Students with Disabilities.</p> <p>This section of the of the application is now very well developed, but still misses the details on how students served with an IEP or ELL programming will have their specific needs met through a specific PD plan for their teachers. The plan is missing detail on how training of teachers will be conducted for students with disabilities that require an IEP. Initial interview responses on this topic also failed to give specifics.</p>	126-131

2.6 INSURANCE

Characteristics of a strong response:

- The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers’ compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage.
- The insurance company letter (**Attachment J**) confirms that required coverage will be provided upon approval of the charter school application.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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<p>-The coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors.</p>	63
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Concerns/Questions	Page
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<p>- Nothing provided in Attach J</p> <p>- P63(b): Do you intend to have school athletics? If so, when and what kinds and levels?</p>	63
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SECTION 2 – OPERATIONS PLAN AND CAPACITY

Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
-The coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors.		132
Concerns/ Questions		Page
- The revised submission made no changes relative to the question on coverage for contact sports programs, specifically for the middle and high school football, volleyball, soccer, and basketball.		132

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant’s transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There was no evidence of strengths for this standard.		64
Concerns/Questions		Page
-Will not provide transportation. -Will charter buses or have parents drive to extracurricular or after school activities. -Will Charge Participation fees. -In your Section 1.1 Mission/Vision statements (P13) you say your vision is to make a classical education		64

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>accessible to every family that desires it. In your Section 1.2 Enrollment statements (P17) you stated that making classical education accessible to ED and Black students was part of your goal. How do you plan on doing that if you don't provide transportation services and or charge participation fees? Are you really only targeting the population that has the income to cover those costs?</p> <p>P64(d): You did not provide a separate answer question 2.7(d) about not providing transportation. Do you have any other plans other than just not doing it?</p>			
Final Application Review			
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard	
Strengths			Page
<p>The revised submission committed to providing transportation to students with IEP that require it, and has placed funds in the budget to support those IEP needs.</p>			133-134
Concerns/ Questions			Page
<p>-While the revised submission provided a fair amount of new information on common practices at other Founders schools, as well as some data from about 90 WilCo parents they have surveyed, Founders still does not plan to provide any transportation services to the students who would attend their proposed school.</p> <p>-While they are trying to find facilities in the central area of WilCo, those facilities would not be in the same area as the lower achieving WCS schools they list on Page 23, which are also areas with our highest percentages of economically disadvantaged families. So, Founders position to not provide transportation services appears to be in conflict with Founders intent of providing classical education to those who want it but can't afford to pay for it, in particular, they appear to have dropped the focus on economically disadvantaged families that they had in the original submission. Is this proposal really only for those families who can afford to transport their children to this school?</p>			133-134

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		65
Concerns/Questions		Page
-Provides the name of a food service vendor, but that vendor's website provides no details - No F&R or NSLP revenue shown in the budget. -Does not appear to understand the process of applying for approval to run a NSLP? (process through the State Nutrition Office will take many months, and it doesn't show up on the start-up plan. -If the facility leased does not have a kitchen, what changes will that make in your food services plan? (such as temperature control plan?) -In paragraph (b) the application indicates that "the campus administrative assistant will be responsible for preparing and serving student meals,..." But in Section 2.4 Salary Ranges chart a Nutrition Services position is shown. Which one is responsible for Food Services? When will they be hired? -Advertising a Food Service RFP is not shown in the start-up timeline. When is that scheduled for? -Needs clarity on Free & Reduced plan. - No food service vendor expenses are shown in the Budget documents. -Attch B, (Page 10): Student Handbook: What does "designated lunch alternative" mean?		65
Final Application Review		

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		135
Concerns/ Questions		Page
<p>-The revised submission did not offer any changes or explanation for the concerns raised in the “<i>Previous Final Concerns</i>” listed above. Those concerns remain.</p> <p>-No proposed cost/meal is provided. WCS will charge \$3.75/lunch for SY 22-23.</p>		135

2.9 ADDITIONAL OPERATIONS		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Plan includes 1-2 custodians for general maintenance and 1 safety official.		58
Concerns/Questions		Page
<p>-66(a) Technology Support: You did not provide any information on Staff or Student technology support plans.</p> <p>Your budgets indicate you will only provide 40 laptop computers for student assessments. That’s 40 laptops for over 1,000 students. Is that your plan?</p> <p>-Attch B (P69) Student Handbook: While your parent/student handbook lists extensive access to on-line</p>		66-67

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>resources as beneficial to students, you have a surprising lack of devices. Why the dichotomy?</p> <p>-P66(b): Student Information Management: You provided no information on the SIM system you plan to use.</p> <p>What system do you plan to use? Is it CIPA compliant?</p> <p>School Health & Nursing: Application did not provide any information on Health & Nursing. Budget shows no funds budgeted for Health Services or Coordinated School Health. Are you assuming you will not accept students who require some health procedure during the school day?</p> <p>-P58 Salary Ranges chart shows a Safety Official. Who is this and what is this person’s responsibilities?</p> <p>-P66(e) Maintenance: You only state 1-2 custodians. How will facility electrical, HVAC, and plumbing be maintained?</p> <p>Page 66-67</p> <p>- Building Decorum: Your year-1 budget shows \$37K in facilities for Building Decorum. What is that?</p>	
Final Application Review	
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard
<input checked="" type="checkbox"/> Does Not Meet Standard	
Strengths	Page
<p>-The revised submission commits to providing a full-time Nurse on campus, but there is no salary or health supplies info found in the proposed budget.</p> <p>-Commits to comply with FERPA.</p> <p>- Shows a Safety official position in the Salary Ranges chart on Page 124 of the revised submission, but no more detail of this person’s functions. Intends to utilize The Vigilance Group for staff security training.</p> <p>-Post-interview response indicated the potential to use <i>Skyward</i> as an SIS platform, but it was not mentioned in the revised submission.</p>	136-138
Concerns/ Questions	Page
<p>-No change on the Technology target of only 1 computer for every 4 students. While we understand that the Classical approach minimizes the use of technology, the State of Tennessee requires all assessment testing to be done on-line. Only 40 computers for over 1,000 students does not prepare them for this testing, nor does leasing additional devices just for testing days.</p> <p>-No mention of CIPA compliance.</p>	136-138

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>-No Salary info in the budget for a full-time Nurse, nor are there any health services expenses in the budget, particularly for CSH.</p> <p>-No DRAFT safety plan submitted, not even a copy of one from a similar ResponsiveEd school in another state.</p>	
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2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> • If the school plans to contract with a CMO, the applicant describes the service provider’s educational and management success and the rationale and process for selecting the CMO. • There is a clear division of roles between the board and the CMO. • There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. • If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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<p>The plan clearly describes how they selected their CMO and why. It also lists the responsibilities of the CMO which include both operational and instructional responsibilities.</p>	68
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Concerns/Questions	Page
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<p>-Attch K MOU Page 3, Section 3, Para 1: What does the term “moral” mean in this MOU?</p> <p>-Budget Sheets: ResponsiveED will do many Administrative and Operations management functions not the local staff.</p> <p>-P69: ResponsiveED will do the majority of school administrative and operational areas. For 12% of the BEP?</p> <p>Whose Board is running this school - the local Board listed on P50 or Del Rey or ResponsiveED)?</p> <p>-P70: ResponsiveED gets 12% of the BEP revenues. Facilities under 15% (P53).</p> <p>-Attch K is only two pages with lists of topics and functional areas. No details are provided on budget allocations to those areas. So WCS is unable to evaluate.</p>	68-71
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Final Application Review

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>-Claims ResponsiveED and Del Rey Education have strong records of performance.</p> <p>-Revised submission provided an Attch K document. This nonbinding MOU with Service Agreement gives much better definition of the responsibilities of ResponsiveEd (service provider) within the agreement with Del Rey (the charter school).</p>		139-142
Concerns/ Questions		Page
<p>-CMO agreement provided with the revised submission is a “nonbinding” agreement between ResponsiveEd and Del Rey. ResponsiveEd has not signed the MOU.</p>		139-142

2.11 WAIVERS		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
No waivers requested.		72-73
Concerns/Questions		Page
N/A		72-73
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Strengths	Page
No waivers requested.	143-145
Concerns/ Questions	Page
<p>-Post-interview response indicates that <i>Core Knowledge Sequence</i> will be used and is currently in use by 11 charter schools in Tennessee. But, those schools required waivers to use <i>Core Knowledge Sequence</i>, so Founders will need to seek waivers.</p> <p>-The revised submission indicates Founders will now request 8 waivers for various items. The rationale for the waivers is Founders assertion that they need the waivers in order to execute their curriculum and hire/maintain the highest quality staff. No convincing rationale is provided as to why Founders should not have to comply with the same state requirements that all other school systems in Tennessee have to comply with.</p>	143-145

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization’s stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).
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Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard

Strengths	Page
There were no strengths included in this section.	
Concerns/Questions	Page

This section is blank and there is no Attachment L.	
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Final Application Review

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		146
Concerns/ Questions		Page
-Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.		146

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The leadership team is identified, together with their roles and responsibilities. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		
Concerns/Questions		Page
This section is blank and there is no Attachment M.		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

There were no strengths included in this section.	147-149
Concerns/ Questions	Page
-Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.	147-149

2.14 NETWORK GOVERNANCE

Characteristics of a strong response:

- 1) If there is a network board that operates as the main governing body with each school having an advisory committee:**
 - Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network.
 - Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely.
 - Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools.
 - There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s).
- 2) If there will be one governing board for all schools at the local level:**
 - Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary).
 - A copy of the by-laws and organizational chart is included.
 - There is a clear, thorough plan to transform the board’s membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities.
 - There is a plan in place for board training as required by Tennessee law.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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There were no strengths included in this section.	
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Concerns/Questions	Page
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This section is blank but networks were mentioned in other parts of the application.	
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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S ECTION 2 – OPERATIONS PLAN AND CAPACITY

There were no strengths included in this section.	150
Concerns/ Questions	Page
Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.	150

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		
Concerns/Questions		Page
This section is blank but networks were mentioned in other parts of the application.		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		151-153
Concerns/ Questions		Page

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.</p>	<p>151-153</p>
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SECTION P CAPACITY
2 OPERATIONS PLAN AND

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <p style="margin-left: 40px;">The charter has an experienced CMO to handle operations.</p>		
<p>Weaknesses/Questions:</p> <ul style="list-style-type: none"> - Extensive weakness and lack of detail provided. - Facility needs not clearly described. Vague plan for getting a facility ready for school. - Unclear who is actually running the school. - Significant shortfall in funding and planning for numerous operational functions. 		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <ul style="list-style-type: none"> - The initial Board composition appears to have sufficient experience in the fields indicated and commits to annual board training. - Recognizes that facility requirements are the biggest challenge to success at this point. - Claims ResponsiveED and Del Rey Education have strong records of performance. 		

- Post-interview response provided annual audit report for ResponsiveED that shows large facilities portfolio in Texas.
 - The insurance coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors.
 - Shows a Safety official position in the Salary Ranges chart on Page 58, but no more detail of this person's functions.
 - No waivers requested.
- (If Any) Weaknesses:
- Many issues and questions remain unanswered at this time. Most significant issues include the following:
 - Location and ability to fund the lease and/or construction costs of the facility. Heavily reliance on philanthropy and/or ability to issue bonds as a start-up makes the facilities piece of the plan uncertain.
 - Lack of firm definition of facility needs requested in Section 2.3 leaves the question of does Founders really know what they are looking for.
 - The goal of helping WCS with the ED and Free & Reduced populations with Classical education is stated as reason for searching for facility opportunities in the Cool Springs, Berry Farms, and Nolensville areas, but this is inconsistent with where those target populations live in WCS. - The fallback locations will require significant renovations, and they have no space for age-appropriate playgrounds nor any kind of athletic fields for PE much less athletic programs. - The lack of a viable transportation plan, even for Students with Disabilities, is a large shortfall. - The lack of a viable and fundable food service plan is of significant concern, especially when comments of the alternative lunches, bring-your-own-lunches, and coordinating with WCS Food Services Department are the fallback options. - The lack of a robust network and/or computer devices is of concern given the Tennessee requirement for on-line assessments. - The lack of a School Nurse, even when they are anticipating opening the school with well over 300 students, several of which will most likely have daily medical procedure requirements, is a large deficiency on top of the lack of a Coordinated School Health program as required by the state of Tennessee. - The omissions and confusion within the non-discrimination statements with regard to sexual orientation is of significant concern from a student and staff safety perspective. These citizens' rights should be protected by this school as they are concerns we face within WCS. - No waivers were requested, yet waivers will be required for Core Knowledge Sequence that Founders plans to use. -Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly

SECTION P CAPACITY

ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school. This leads to the question of who will be running this school? Will it be under local control or network control...???

3 – FINANCIAL PLAN AND

3.1 & 3.2 CHARTER SCHOOL FINANCING

- Characteristics of a strong response:
- The budget worksheet (**Attachment N**) contains reasonable assumptions and budget numbers that reflect all startup expenses.
 - The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits.
 - Sound criteria and procedures are in place for selecting contractors for any administrative services.
 - There is a high level of financial expertise amongst the applicant’s internal and external team members.
 - The start-up and five-year operating budgets are complete, realistic and viable.
 - The applicant’s budget narrative (**Attachment O**) clearly explains and supports all revenue and cost assumptions.
 - The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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There were no strengths included in this section.	82-83
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Concerns/Questions	Page
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<p>How did they determine student enrollment? How will they do student recruitment? The budget worksheet is not comprehensive in attachment N. If the assumption notes were completed throughout, it would be helpful and would potentially answer many lingering questions (not all concerns are listed here) The procedures, policies, systems and process for accounting, payroll, and audits is lacking because it does not lay everything out—it is more related to their partnership with Responsive Ed rather than their own specific charter There are no sound criteria and procedures in selecting contractors for admin services We do not see evidence of financial expertise among internal and external team members The startup and five-year operating budgets do not appear complete—they are lacking specificity and detail Need detailed description of their capital expenses</p>	82-83
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SECTION P CAPACITY

Budget narrative (attachment O) has percentages that do not add up. They do not fully support the revenue and cost assumptions	
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Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

There were no strengths included in this section.

82-83

Concerns/ Questions

Page

The budget worksheet is not comprehensive in attachment N. The new submission of Attachment N does not address the stated requirements of the application but rather reflects rationale for why the TDOE expectations are problematic. The TDOE tool does not appear to have been used correctly. There are numerical discrepancies throughout the budget.

82-83

The procedures, policies, systems and process for accounting, payroll, and audits is lacking because it does not lay everything out—it is more related to their partnership with Responsive Ed rather than their own specific charter. Continues to lack detail—no draft policies or controls. Didn't identify anything beyond the system provided. No example provided. They did provide an audit plan and a budget for that audit plan as well.

There are no sound criteria and procedures in selecting contractors for admin services. Partially met: There have not been any procedures provided beyond referencing the CMO. There are still questions on how DelRay will handle these services on the local side in TN. There is no evidence of how they selected Responsive Ed as a contractor for this service. Responsive Ed appears to have adequate financial expertise, however, they still did not provide procedures

We do not see evidence of financial expertise among internal and external team members. Met

The startup and five-year operating budgets do not appear complete—they are lacking specificity and detail. Partially met: There is improvement in the detail offered. There is weakness in the timing of the cash flow. They believe significant monies are available on July 1 through fundraising and loans. There is concern about their budget year one as well. Cash flow appears to be based on specific student enrollment. Assumption is TISA monies would be available on July 1 but funding wouldn't start until Sept unless there is a new start up charter school formula we aren't aware of. Food services is lacking, textbooks and materials are not sufficient, staffing assumptions...

There was improvement on year zero budget assumptions but not throughout years 1-5.

Need detailed description of their capital expenses. If the assumption notes were completed throughout, it would be helpful and would potentially answer many lingering questions (not all

SECTION P CAPACITY

<p>concerns are listed here). Budget narrative (attachment O) has percentages that do not add up. They do not fully support the revenue and cost assumptions. Partially met: Attachment O does not explain all the questions provided, however was improved. Anticipate \$125 in per-student fees however have only budgeted approximately \$20 per student in supply cost.</p> <p>We would like more information on responsive Ed. We are curious about their financial health, what local operations will look like since they are out of state. Partially met: Attachment O does not explain all the questions provided, however was improved. Anticipate \$125 in per-student fees however have only budgeted approximately \$20 per student in supply cost.</p>	
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3 – FINANCIAL LAN AND

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		84-85
Concerns/Questions		Page
Attachment P is not included.		84-85
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		84-85

SECTION P CAPACITY

Concerns/ Questions	Page
Attachment P is not included.	84-85

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: There were no strengths in this section.</p> <p>Weaknesses/Questions:</p> <p>The overall reply to the specific questions Founders was asked continued to be limited at best and, in general, deficient at meeting the standards we were hoping to receive in order to have better financial understanding. In addition to limited detail provided in the answers, there continued to be inconsistencies between specific areas such as salary, FTEs, and overall calculations in expenses. We continue to not have clarity around the availability of funds from Responsive Ed.</p> <p>Many of the answers appear to be based on the facility where the school will be housed which would make a difference in the overall budget because it would increase revenue—the larger the school, the greater the enrollment resulting in greater revenue.</p> <p>Overall, there is not consistent detail provided that offers clarity about the budget that will be used in year one and/or beyond.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths: There were no strengths in this section.</p> <p>(If Any) Weaknesses:</p> <p>The overall reply to the specific questions Founders was asked continued to be limited at best and, in general, deficient at meeting the standards we were hoping to receive in order to have better financial understanding. In addition to limited detail provided in the answers, there continued to be inconsistencies between specific areas such as salary, FTEs, and overall calculations in expenses. We continue to not have clarity around the availability of funds from Responsive Ed.</p> <p>Many of the answers appear to be based on the facility where the school will be housed which would make a difference in the overall budget because it would increase revenue—the larger the school, the greater the enrollment resulting in greater revenue.</p> <p>Overall, there is not consistent detail provided that offers clarity about the budget that will be used in year one and/or beyond.</p>		



SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE

Characteristics of a strong response:

- Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator’s schools are high performing and successful (**Attachment Q**).
- Graduation rates are indicative of highly successful strategies (if applicable).
- Applicant selects one or more of the organization’s consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome.
- Applicant selects one or more of the organization’s low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable).
- If the school is operating under another authorizer, the school’s performance report or authorizer evaluation (**Attachment R**) is favorable.
- Latest audit (**Attachment S**) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law.
- The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, **Attachment T**).

Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

There were no strengths in this section.

86-87

Concerns/Questions

Page

Attachments Q, R, S and T were not included.

86-87

Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

There were no strengths in this section.	86-87
Concerns/ Questions	Page
Attachments Q, R, S and T were not included.	86-87



TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide “a standard application format” (TCA 49-13-116), and “scoring criteria addressing the elements of the charter school application” (SBE Rule 0520-14-01-.01(1)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as “Meets or Exceeds the Standard.” Evaluators will rate the responses by applying the following guidance:

Table with 2 columns: Rating, Characteristics. Rows include: Meets or Exceeds the Standard, Partially Meets Standard, Does Not Meet Standard.

The State Board of Education has adopted Quality Charter Authorizing Standards in Policy 6.111. Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer “[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.” An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, “An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13107(b)” ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

“The plan aligns with the overall mission and vision because . . .”

“The chosen curriculum is research-based and proven effective with the targeted population of students because . . .”

Weaknesses of the academic plan

“The curriculum and daily schedule do not align with the mission and vision because . . .” “The discipline plan does not include provisions for students with disabilities.”

Strengths of the operations plan

“The governing body is diverse and will be able to support the school effectively.”

“The plan to recruit school leaders and teachers is robust and aligns with the mission of the school.”

Weaknesses of the operations plan

“The governing body is composed of only two people who do not have sufficient credentials to support school leadership.”

“The staffing projections do not align with the number of students or the stated mission of the school.”

Strengths of the financial plan

“The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school.”

“The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies.”

Weaknesses of the financial plan

“The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed.” “The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers.”

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.11 Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.15 Financial Plan and Capacity: 3.1 through 3.3 Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.12 through 2.15 Financial Plan and Capacity: 3.1, through 3.3 Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) Financial Plan and Capacity: 3.1 and 3.2 Portfolio Review and Performance Record: 4.1

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the “Strengths” area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the “Concerns/Questions” area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.

4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the "Final Application Review" area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the "Final Application Review" area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: Jenny Lopez

Proposed School Name: Founders Classical Academy


Application includes an Executive Summary.

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
A description of unique features of the instructional program is provided.		13-15
Concerns/Questions		Page
Application indicates K-12, but this section indicates K-8 only. Connection to the first purpose is not clear. Lacking description of how they will close the achievement gap.		13-15
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
A description of unique features of the instructional program is provided. <i>The application explains how gaps will be closed by identifying deficits as students enter the school and creating an intervention period in the schedules for tutoring that addresses individual gaps.</i>		13-18
Concerns/Questions		Page
Application indicates K-12, but this section indicates K-8 only. Connection to the first purpose is not clear. Lacking description of how they will close the achievement gap.		13-18

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY 		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		16-18
Concerns/Questions		Page
Intention for selecting community is based on high growth of population and not on meeting academic need; rationale is more about helping district with high growth demand. Enrollment demographics do not appear to be reasonable for ED (Economically Disadvantaged) and SWD (Students with Disabilities). Race is mentioned in parts (c) and (e) but not included in demographics chart. Enrollment practices are missing from this section, but they are found in the handbook.		16-18
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section. <i>The applicant describes a rationale for selecting Williamson County as a site for their charter. The application describes a need in the community for a classical charter school and cites data-based evidence of low performance in particular locations.</i>		19-25
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

<p>Intention for selecting community is based on high growth of population and not on meeting academic need; rationale is more about helping district with high growth demand.</p> <p>Race is mentioned in parts (c) and (e) but not included in demographics chart.</p> <p>Enrollment practices are missing from this section, but they are found in the handbook.</p> <p>Enrollment demographics do not appear to be reasonable for ED (Economically Disadvantaged) and SWD (Students with Disabilities).</p> <p><i>We can't find the data provided for Heritage Middle. The data source is not mentioned in the application; however, our review of TCAP data does not reflect the numbers being quoted in the application.</i></p> <p><i>The slide in enrollment is all during COVID. Our current enrollment is back to its original projections.</i></p> <p><i>The schools that are listed as "underperforming" in comparison to the district are not in the geographic regions that are being proposed to house the charter school. The proposed zoning does not match the schools in need.</i></p>	<p>19-25</p>
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1.3 ACADEMIC FOCUS AND PLAN		
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<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances. 		
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Initial Application Review		
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<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths		Page
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<p>Focus aligns with the mission and vision of the school. Much of the plan is research-based.</p>	<p>19-24</p>
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Concerns/Questions		Page
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<p>Alignment to Tennessee state standards is not reflected. Targeted student populations are not addressed in this section. The plan does not lay out a progression for math to include 8th grade math standards. Algebra I is repeated 2 consecutive years in the plan. Plan did not address science instruction.</p> <p>Can you show us the alignment of your instructional materials to TN state standards?</p>	<p>19-24</p>
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>Focus aligns with the mission and vision of the school. Much of the plan is research-based. <i>Each of the core content areas has been carefully considered for progression and rigor. The application addresses student wat different math levels and how to meet their particular needs for acceleration.</i></p>		26-55
Concerns/Questions		Page
<p>Alignment to Tennessee state standards is not reflected. <i>This continues to be an area of concern. A cross walk for alignment should be done prior to opening the school and should include any gaps in standard alignment and resources to fill those gaps.</i></p> <p>Targeted student populations are not addressed in this section. The plan does not lay out a progression for math to include 8th grade math standards. Algebra I is repeated 2 consecutive years in the plan. The math progression is still not outlined. The response from this question states that Algebra II is taught. Founders also lists 5 math credits earned by graduation. There are not 5 math courses listed in the schedules provided. Algebra I can not count for 5 credits by TDOE graduation standards. Science progression is still not addressed.</p> <p>There is no alignment to TN State standards in the curriculum proposed. By Tennessee law, curriculum materials need to be aligned to TN standards or a waiver needs to be submitted. <i>This continues to be a concern. The curriculum materials listed are not on the TDOE approved list for adoption. In fact, some of these materials are aligned to common core and a law is in place to keep LEA's from utilizing common core aligned materials. Will waivers be filled out for this curriculum?</i></p> <p><i>Statistics is not mentioned as an option in the instructional plans. Statistics is the math option most needed and offered for business and many other careers. Our community college and Tennessee Board of Regions have expressed a need for more Statistics courses at the high school level to prepare graduates for past secondary education and application in the work force.</i></p>		26-55

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Plan includes a tutoring program with Saturdays as optional time for support. The use of a universal screener to measure skills is described. Matriculation plan includes passing core subjects. The attendance goals described are realistic.		25-28
Concerns/Questions		Page
Frequency and time spent on interventions is not outlined in the plan. The described RTI plan does not align with Tennessee guidelines. Goals for grades 4-12 are absent from this plan.		25-28
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The plan includes a tutoring program with Saturdays as optional time for support. The use of a universal screener to measure skills is described. Matriculation plan includes passing core subjects. The attendance goals described are realistic. <i>The RTI plan is aligned to TN and well described in detail.</i>		56-65

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Concerns/Questions	Page
<p>Frequency and time spent on interventions is not outlined in the plan. The response from Founders mentions having before and after school intervention time. Intervention time needs to be part of the school day to ensure student attendance.</p> <p>The described RTI plan does not align with Tennessee guidelines.</p> <p>Goals for grades 4-12 are absent from this plan.</p> <p>Academic goals are rigorous, but not realistic.</p> <p>It is unclear which universal screener will be used. MAP and STAR are both mentioned.</p>	56-65

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
Final Application Review		

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State’s requirements. ▪ The applicant clearly and persuasively explains how the school’s graduation requirements will ensure student readiness for college or other postsecondary opportunities. ▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
I can’t identify any strengths in this section.		29-31
Concerns/Questions		Page
Algebra II is not listed on the math progression. This course is a state requirement for graduation. Plan provides 2 credits for Algebra I over 2 years. TDOE only allows one credit unless it is the A/B course specifically for students with an IEP. Social Studies courses described in the plan do not meet the TDOE requirements for graduation. Speech and debate are not an acceptable fine arts credit for state graduation or college entrance. The plan is missing health and wellness requirements; this is a TDOE requirement. There is no description of how the GPA is calculated.		29-31

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

<p>How do your high school course requirements meet the state graduation requirements or college admission requirements?</p> <p>When does “accelerated instruction” take place for students at risk of dropping out or not meeting graduation requirements?</p>			
Final Application Review			
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard	
Strengths			Page
<p>I can't identify any strengths in this section.</p>			
Concerns/Questions			Page
<p>Plan provides 2 credits for Algebra I over 2 years. TDOE only allows one credit unless it is the A/B course specifically for students with an IEP.</p> <p>Social Studies courses described in the plan do not meet the TDOE requirements for graduation. Response still lacks list of courses offered in high school for social studies credits. There are state requirements for specific courses in social studies.</p> <p>Speech and debate are not an acceptable fine arts credit for state graduation or college entrance. The list of requirements states “Fine Arts”, but Speech and Debate is not accepted as fine arts credits.</p> <p>There is no description of how the GPA is calculated.</p> <p>Founders calculated the total number of credits that high students can earn; however, the courses are not listed and alignment to graduation requirements cannot be confirmed.</p> <p><i>None of the concerns listed above were addressed in the revised application.</i></p>			<p>29-31</p>

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		32-33
Concerns/Questions		Page
The assessments listed in the plan are not aligned to Tennessee state standards. Assessments listed in handbook are not to the state of TN (they are Texas assessments). The process for analyzing data in Dallas for TN students is a concern; we would like to know more about this process and how Tennessee alignment is assured. A detailed plan to train teachers in analyzing data to inform instruction is missing from the plan.		32
<p>How will you ensure that all assessments are aligned to TN State Standards?</p> <p>Which web-based platform will you use and how will you ensure it meets all TN state and Federal privacy requirements?</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<i>The applicant provides a description of the data that will be analyzed, the stakeholders who will analyze and plan according to the needs identified in the data.</i>		71-72
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

<p>The assessments listed in the plan are not aligned to Tennessee state standards. Assessments listed in handbook are not to the state of TN (they are Texas assessments). The responses to the issue still do not clarify where the bank of assessment items comes from. It's not clear how they will be standard aligned.</p> <p>A detailed plan to train teachers in analyzing data to inform instruction is missing from the plan.</p> <p>The response from Founders states that the work of aligning to TN state standards will be done before the start of the year. This work is monumental when you consider K-12 curriculum. This will take a very long time and supplemental materials (including assessments) in order to be fully aligned.</p> <p>A web-based platform has not been identified.</p>	71-72
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1.8 SCHOOL CALENDAR AND SCHEDULE	
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- Characteristics of a strong response:
- The school calendar (**Attachment A**) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction.
 - The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan.
 - Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable.

Initial Application Review		
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<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths		Page
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I can't identify any strengths in this section.	34-35
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Concerns/Questions		Page
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<p>Missing detailed daily schedule by grade to see core subject instructional time.</p> <p>A calendar indicating total school days is absent from application.</p> <p>We can't see that tutoring and tiered interventions are built into the schedule; the wording is vague.</p> <p>Instructional resources and staffing needs for Saturday school, summer school and staffing.</p> <p>Plan does state who these programs are for; clear criteria for identification of students is lacking.</p> <p>When will tutoring and tiered interventions taking place?</p> <p>How are all teachers available for academic tutoring during the elementary school day?</p> <p>Why is summer school only available to K-2 students?</p>	34-35
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Schedules for each grade show detail of the school day bell schedule. <i>Includes daily schedule and calendar. Attachment was included as a sample.</i>		73-77
Concerns/Questions		Page
<p>The bell schedules for middle and high school do not provide time to meet the requirements of the physical requirement law in Tennessee.</p> <p>There is no evidence of intervention time being built into the bell schedule.</p> <p>Concerns remain about staffing for Saturday tutoring sessions.</p>		73-77

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There is a plan for exiting English Learners from ESL services. Strategies were listed for meeting the needs of gifted students.		36-40
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

<p>The plan does not address the leadership teams' strong experience with serving special populations and students at risk.</p> <p>A hiring plan to attract staff listed in the application is not outlined.</p> <p>On page 39, there is a mention of modifying the curriculum for at risk students in high concentrations.</p> <p>There is detail needed in that description as curriculum should not be modified unless it is for the purpose of meeting the needs of special education students as outlined in the IEP.</p> <p>There is no plan for exiting students from services for students with disabilities.</p> <p>There is not a list of strategies for meeting needs of students with disabilities to access the general education curriculum.</p>	36-40
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Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard

Strengths	Page
<p>There is a plan for exiting English Learners from ESL services.</p> <p>Strategies were listed for meeting the needs of gifted students.</p>	77-87

Concerns/Questions	Page
<p>The plan does not address the leadership teams' strong experience of serving special populations and students at risk.</p> <p>On page 39, there is a mention of modifying the curriculum for at risk students in high concentrations.</p> <p>There is detail needed in that description as curriculum should not be modified unless it is for the purpose of meeting the needs of special education students as outlined in the IEP.</p> <p>There is not a list of strategies for meeting the needs of students with disabilities to access the general education curriculum.</p> <p>The strategy described in the response from Founders regarding serving gifted students is a strategy utilized for students who are struggling with the content, not for advanced or gifted students (scaffolding).</p> <p>A hiring plan to attract staff listed in the application is not outlined.</p> <p>There is no plan for exiting students from services for students with disabilities.</p>	77-87

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>There is a clear plan to establish a strong school culture. A vision for the culture to be established is clearly stated.</p> <p>The plan for sustaining school culture is coherent.</p>		41-42
Concerns/Questions		Page
<p>Handbook is long/comprehensive but refers to Texas laws throughout. Attachment C is in a completely different format than the handbook and contains alignment to Texas law.</p> <p>The handbook needs to be aligned to Tennessee law for us to do a thorough review.</p> <p>Handbook information contradicts some info in the application (e.g., Algebra II and Texas assessments).</p> <p>Saturday School in the Handbook is described for discipline, but earlier in the application it was an academic intervention.</p> <p>The handbook is very much focused on secondary schools and not as relevant to elementary. Detailed information that is important to elementary is missing from the handbook.</p> <p>Attachment C is in a completely different format than the handbook and contains alignment to Texas law</p>		41-42
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

There is a clear plan to establish a strong school culture. A vision for the culture to be established is clearly stated.	88-97
The plan for sustaining school culture is coherent.	
Concerns/Questions	Page
Handbook will not be written for Tennessee at this time due to financial implications.	88-97
The handbook needs to be aligned to Tennessee law for us to do a thorough review.	
Handbook information contradicts some info in the application (e.g., Algebra II and Texas assessments).	
Saturday School in the Handbook is described for discipline, but earlier in the application it was an academic intervention.	
The handbook is very much focused on secondary schools and not as relevant to elementary. Detailed information that is important to elementary is missing from the handbook.	
Attachment C is in a completely different format than the handbook and contains alignment to Texas law.	

1.11 RECRUITMENT AND ENROLLMENT
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<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.
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Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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A strong plan for community outreach is described.	43-45
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Concerns/Questions	Page
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<p>The plan does not address enrolling students experiencing homelessness.</p> <p>The plan needs to be more specific in describing the following:</p> <ul style="list-style-type: none"> • How they recruit all the families who desire this type of education. • What is the gap missing in WCS that this charter can fill? • How does the charter school reach those families who are experiencing that gap? 	43-45
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

<p>The plan refers to translating into Spanish. Our community needs translation into a multitude of languages, including Chinese, Korean and Arabic</p> <p>Page 44 references admitting anyone without an admission screen in TX and Arkansas – what will be done in Tennessee?</p> <p>Enrollment and recruitment wording in application section 1.11, Enrollment (Attachment D) and student handbook (Attachment B) are not all matching in language and plans.</p>	
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Final Application Review		
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<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths		Page
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A strong plan for community outreach is described.	98-103
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Concerns/Questions	Page
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<p>The attachments still mention the work in other states. This is confusing and not clarified in the responses. The update in the plan mentions how students will be recruited from private schools but does not clarify the recruitment from our school district. Will FSSD students be recruited?</p> <p>How will students who are economically disadvantaged be recruited? What about EL student recruitment?</p> <p>There is a need for translation in several languages in order to meet the needs of Williamson County families.</p>	98-103
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1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies.

Initial Application Review		
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<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths		Page
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I can't identify any strengths in this section.	46-47
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Concerns/Questions		Page
Attachment E is not included in the application.		46-47
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		
<p>I can't identify any strengths in this section. <i>The revised application includes the required attachment and lays out a comprehensive plan to engage parents and community in support for the school.</i></p>		
Concerns/Questions		
<p>Attachment E is not included nor provided after our request. There is no evidence of the plan.</p>		

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Strengths: The application lays out a clear vision for the culture and mission that the charter school looks to establish. There is a clear emphasis on providing students with the highest level of support as needed by the individual. Community outreach is well planned.

Weaknesses/Questions: The application is written quoting Texas and Arkansas laws and policy. There is a lack of specificity to address Tennessee law and policy. The academic plan lacks alignment to Tennessee state standards and graduation requirements. There are contradictions between the handbook and some of the descriptions in the application. There is a lack of clarity on some important points related to special populations, including how to exit students from special education. The application fails to identify the gap that this charter is closing/addressing in Williamson County Schools. High growth in population seems to be the only identify gap; however, that is addressed within the county and is not a gap for our district.

Some of the questions that remain are:

1. We do not see alignment with state standards. Can you show us the alignment with Tennessee Academic Standards?
2. What do you mean by “facilitating students’ hermeneutic understanding of human events” on p.21? Can you help us understand what that looks like across kindergarten through 12th grade?
3. How will you follow the TN law on retention including the provision for 3rd grade reading proficiency?
4. Where did your baseline data for your academic goals come from? How did you determine the percentage increases listed for those goals?
5. What is a “Met Standard Score of 40” referenced in section 1.4 on p. 26?
6. How frequently will you monitor results once using the corrective action plan? What specific measures will you use?
7. How do your high school course requirements meet the state graduation requirements and college admission requirements?
8. What is the HOPE program?
9. When does “accelerated instruction” take place for students at risk of dropping out or not meeting graduation requirements?
10. How will you ensure that your assessments are aligned to the TN Academic Standards that will be tested through TCAP/EOC testing?
11. Which web-based platform will you use for assessment data and how will you ensure it meets all TN state and Federal privacy and security requirements?
12. Can you please provide a detailed daily schedule by grade?
13. When will tutoring and tiered interventions take place?
14. How are all elementary teachers available for academic tutoring during the school day?
15. Why is summer school only available to K-2 students?
16. Who is doing your psychoeducational evaluations and re-evaluations?
17. How do you plan to serve gifted students?
18. Will you align and update the handbook to Tennessee so we can evaluate it with the rubric?
19. What happens to students expelled from this charter school?
20. Are students who live in other counties allowed to enroll in this charter?

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

21. Will you recruit students attending Franklin Special School District students for K-8 as well as students attending WCS (Williamson County Schools)?
22. Do you intend to follow WCS’s policy regarding charging tuition for children of teachers living in other counties?
23. On p. 44, there is a reference to admitting anyone without an admission screen in Texas and Arkansas – what do you plan to do here?

Final Application Review

<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths: The application lays out a clear vision for the culture and mission that the charter school looks to establish. There is a clear emphasis on providing students with the highest level of support as needed by the individual. Community outreach is well planned.

The revised application includes many of the items not addressed or included in the original application. The applicant lays out an overall comprehensive plan for instruction, assessment, remediation and recruitment.

(If Any) Weaknesses:

The applicant does not have plans to offer curriculum that is aligned to Tennessee state standards. The work they describe they will do in order to align does not change the fact that the curricula to be implemented is not Tennessee aligned (this is required by TN law). Some questions remain regarding specific courses not listed or conflicting lists of courses offered at the high school level. Needs outlined by schools and sub pops are not mentioned as part of the recruitment process.

~~It is unclear how they meet the state requirements for graduation, specifically in math, social studies and science. The applicant is not aware of state laws as their work clearly aligns with Texas, not Tennessee. Credits to be awarded in high school do not align with Tennessee policy. Questions about the assessments that will be utilized still remain unanswered.~~

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The board composition appears to have sufficient experience. The charter is committed to annual board training.		50
Concerns/ Questions		Page
What are the standards or metrics for academic results that evaluates the school? Qualifications – Bylaws Article III, section 3 indicates that board members do not have to reside in Williamson County. Attachment F does not provide board policies. Tab 7. Do you have a start on Board Policies? Will policies be in place before the enrollment process begins?		49-50
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<i>The board composition appears to have sufficient experience. The charter is committed to annual board training.</i>		50
<i>The revised submission expanded upon the circumstances and process for addressing complaints to the Board, and removed or added three people on the Board. But no other substantial changes were made.</i>		108-111
Concerns/ Questions		Page
Founders remains unclear in regard to Williamson County residency requirement. WCS Board Policy requires students to be residents of Williamson County or pay a tuition charge.		49-50

SECTION 2 – OPERATIONS PLAN AND CAPACITY

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2.2 START-UP PLAN

Characteristics of a strong response:

- The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget.
- The applicant adequately addresses potential challenges.
- For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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Recognition that site selection and acquisition will present difficulty.	51
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Concerns/Questions	Page
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<p>Contingency plan sites may not be available or adequate. Neither backup sites have land for playgrounds or athletic fields.</p> <p>Are you currently searching for school sites?</p> <p>What sites have you identified? Secondary sites?</p> <p>How much renovation/modification is required? Are fire codes considered?</p> <p>Backup sites do not have the sq. ft. required.</p> <p>Athletics – do you have the space for athletic activities? If not, what are the plans for secure sites for those activities?</p> <p>Do you have design consultant helping with site selection?</p> <p>Key challenges identified:</p> <ul style="list-style-type: none"> • Finding a site (see above) • You state that many Teachers are not equipped to teach in a classical school. Given the already difficult Teacher shortages, how can you be sure you'll get the caliber of Teachers you'll need? • Academic Expectations: You state that it can take up to 4-years to fully implement your Scope & Sequence. Is that every year for the incoming students, or just your initial starting of the school? 	51
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SECTION 2 – OPERATIONS PLAN AND CAPACITY

Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>Recognition that site selection and acquisition will present difficulty.</p> <p><i>Recognizes that facility requirements are the biggest challenge to success at this point.</i></p>		<p>51</p> <p>112-114</p>
Concerns/ Questions		Page
<p>The timeline does not allow for site selection and preparation or renovations necessary. The start-up budget does not have sufficient funds for many required expenses. Hiring and staffing goals seem challenging in current reality of teacher shortages.</p> <p><i>The “Year Zero” paragraph (Page 112) was added in the revised submission. It indicates that the founding Head of School will be hired in time to start working full time in September 2023, yet the school is targeted to open in August 2023.</i></p> <p><i>“Head Master” position shown in the table on Page 112, to be hired by October 2022, but both these bits of info were new to the revised application and presumed to be intentional.</i></p> <p><i>Acquisition of a school site was added in the revised submission and indicated at final date of October 2022 for purchase/lease, with permitting for the necessary construction/renovation work to be done that same month. Yet, no firm site (temporary or interim) has been finalized and , to-date, no design work for the necessary construction/modifications has been done. The current construction/renovation market in the Nashville/WilCo area is very expensive at the moment with new school construction bids approaching \$300/SF.</i></p> <p><i>Paragraph 2 (Page 113) states that many teachers are not equipped to teach in a classical school. Given the already difficult teacher shortage in Tennessee coupled with the high cost of living in WilCo, how can Founders be sure they will get the caliber teachers they’ll need?</i></p>		<p>51</p> <p>112-114</p>

2.3 FACILITIES		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

ResponsiveED’s facilities group has a strong record of finding and operating adequate facilities.		53-55
Concerns/Questions		Page
<p>Anticipated enrollment of 1,028 is shown on P17, but your budget template shows 1,128 by Yr-5. Your response to item 2.3(b) says 950 students.</p> <p>Facility vs. Proposed Budget: You state that your proposed budget is trying to keep facility expenses under 15% of the anticipated state budget of (\$9M/yr = \$9.5K/student x 950 Students) thus \$1.35M/yr. Given the current cost of construction now in Williamson County (\$255/SF for schools x 85KSF = \$21.7M or all of the first 2.4-years of state funds) just for a building, how do you intend to stay under that 15% target while building a building and purchasing the land for it?</p> <p>Facilities Timeline: Your Start-Up Timeline shows different dates/timeframes for facilities selection, construction, outfitting than your plan on P54.</p>		17, 53-55
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>ResponsiveED’s facilities group has a strong record of finding and operating adequate facilities.</p> <p><i>Post-interview response provided annual audit report for ResponsiveED that shows large facilities portfolio in Texas.</i></p> <p><i>Revised submission provided a bit more answers to the questions asked in the application, and modified some of the application. The revised submission added more narrative relative to Founder’s reliance on ResponsiveEd’s experience in successfully opening 20 such charter schools in Texas using various facility configurations.</i></p>		53 115-119
Concerns/ Questions		Page
<p>Interview response did not provide any information on the facility requirements asked for in paragraph (a) of Section 2.3.</p> <p>We are unable to evaluate the plans for sites at this time. Responses by Founders indicated strong reliance on philanthropy to cover shortfalls beyond stated facility budget. This response provided no firm info with respect to actual sites being considered/negotiated.</p> <p><i>Revised submission indicates the need for a facility with at least 24 classrooms (680SF/class) for the initial K-8 year. That minimum classroom requirement goes to 30 for</i></p>		53-55 115-119

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Year-2 and increases to 39 by year-5 for K-12. Initial focus is to find at least 35KSF of space mixed into various facilities (churches, retail, office, etc.)(Page 117). That mix further complicates the oversight, security, and operational support requirements for supporting the students and staff.

Revised submission has reduced the enrollment projections by about 122 students. Thus, the revenue projections are a bit lower. But, the projected facility related expenses have been reduced by close to half what they were, with no reduction in the facility requirement. This change appears to have come from the projected rental costs which have dropped by over \$1M/yr.

2.4 PERSONNEL/ HUMAN CAPITAL

Characteristics of a strong response:

- The school’s organizational chart (**Attachment G**) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.
- Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (**Attachment H**).
- Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community.
- Compensation packages are likely to attract and retain qualified staff.
- The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements.
- The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover.
- The employee manual and personnel policies (**Attachment I**) are complete and effective.
- Staffing projections for each year are robust, aligned with the educational program and conducive to the school’s success.

Initial Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

I can’t identify any strengths in this section.

56-59

Concerns/Questions

Page

Attach G says that you are unable to project what the Org Chart positions will be because you don’t know what the needs of the school and students will be. Will your Scope & Sequence change once you fully assess Williamson County students?

56-59

-Professional Employer Organization (PEO): ResponsiveED will do all HR, payroll, and PD. Has ResponsiveED managed any Charter Schools in Tennessee before?

-Paragraph a. states that the Del Rey will hire the Executive Director, but in paragraph b. states that ResponsiveED will do the search for the school’s Headmaster.

What experienced Educators and Instructional Leaders will be involved in this selection process?

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Will the TEAM-TN model for evaluating the Headmaster? If not, which model will be used?</p> <p>Recruiting: - Leans on outside agencies like ResponsiveED to do hiring of instructional staff too.</p> <p>-No previous achievement data provided, even from other ResponsiveED or Del Rey's other classical schools.</p> <p>Employee Manual as Attach J: manual not provided.</p> <p>P59 Chart: Please explain what you mean by "Specialized School Staff" and School Operations Support Staff that you will hire in Yr-1 and Start-up respectively.</p>	
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths

	Page
<p><i>The revised submission provides new explanation on the functions of the Head of School. The revised submission indicates (in Page 122, 2nd Para) that Founders is working with the Professional Educators of Tennessee to develop a specific "classical" teacher training and certification program. It's not clear why that is needed but it does follow with Founders intent in Section 2.11 (Page 145) indicates their intention for some waiver flexibility with regards to licensure of leadership personnel.</i></p>	56-59 120-125

Concerns/ Questions

	Page
<p>Organizational chart can't be better defined at this time per responses post interview. It is understandable that some tweaking may be required after school starts and some specific or specialized functions are better defined, but if ResponsiveED has started 80 schools then the basic needs are known regardless if this is the first ResponsiveED school in Tennessee.</p> <p>A detailed breakout of how the ResponsiveED fee budget would be allocated by area as was requested but not provided.</p> <p><i>As with the original submission, the revised submission did not provide an organization chart for the school itself (Attach G) but repeated the previous statements that ResponsiveEd will be providing all HR and supervisory services for all staff. It's still unclear how the entities of Head of School, ResponsiveEd, Del Rey, and the Board work and who locally is in-charge of academic programs.</i></p>	56-59 120-125

2.5 PROFESSIONAL DEVELOPMENT

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Plan includes 20 days of professional development per year as well as mentoring.		60
Concerns/Questions		Page
Where will the training be conducted? What are the standards of performance relative to diverse, inclusive and culture groups?		60
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Plan includes 20 days of professional development per year as well as mentoring		60
<i>The revised submission provided significantly more information on the PD program.</i>		126-131
<i>The application does include twenty days of professional development with detailed planning for how needs will be defined and how the twenty days of PD will be utilized. Daily schedules are provided where appropriate.</i>		
Concerns/ Questions		Page
The plan does not describe addressing special and diverse populations. The plan states that the growth from novice to master teacher is usually a 5-year process but does not define master teacher. The plan does not describe milestones nor how they will determine professional growth needs.		60
<i>No new information was provided in response to concerns described above in the “Previous Final Concerns” section above with evaluating the success of the “whole group approach” to diversity efforts.</i>		126-131

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<p><i>No information has been provided on PD training in the area of Students with Disabilities. This section of the of the application is now very well developed, but still misses the details on how students served with an IEP or ELL programming will have their specific needs met through a specific PD plan for their teachers. The plan is missing detail on how training of teachers will be conducted for students with disabilities that require an IEP. Initial interview responses on this topic also failed to give specifics.</i></p>	
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2.6 INSURANCE

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers’ compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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<p>The coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors.</p>	63
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Concerns/Questions	Page
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<p>Attachment not provided.</p> <p>Do you intend to have school athletics? If so, insurance for that purpose is required.</p>	63
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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<p>The coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors.</p>	63
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Concerns/ Questions	Page
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SECTION 2 – OPERATIONS PLAN AND CAPACITY

Founders does not intend to have higher amounts of insurance which are required for athletics. Therefore, the school does not plan on having these sports teams.	63
<i>The revised submission made no changes relative to the question on coverage for contact sports programs, specifically for the middle and high school football, volleyball, soccer, and basketball.</i>	132

2.7 TRANSPORTATION – IF APPLICABLE

Characteristics of a strong response:

- The applicant’s transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable.

The applicant has a sound plan for oversight of its transportation operations.

- The applicant has a plan for transporting special needs students where necessary.
- The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

I can’t identify any strengths in this section.	64
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Concerns/Questions **Page**

This charter will not provide transportation.	64
Will charge participation fees. Does this exclude students who can’t afford that? This may prohibit the target group you describe.	

Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

I can’t identify any strengths in this section.	64
<i>The revised submission committed to providing transportation to students with IEP that require it, and has placed funds in the budget to support those IEP needs.</i>	133-134

Concerns/ Questions **Page**

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>Founders committed to explore options of transportation services on a limited basis. This is not serving all students of Williamson County equally.</p> <p>Responses by Founders regarding locations they are seeking but not providing transportation highlight the fact that students who are ED will not have access to this school.</p> <p>Founders won't be able to transport students with disabilities who need special transportation. This is a requirement that they won't be able to meet.</p>	64
<p><i>While the revised submission provided a fair amount of new information on common practices at other Founders schools, as well as some data from about 90 WilCo parents they have surveyed, Founders still does not plan to provide any transportation services to the students who would attend their proposed school.</i></p>	133-134

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		65
Concerns/Questions		Page
How will you provide food service if you have a facility without an adequate kitchen? Provide clarity on the free and reduced food plan. What does "designated lunch alternative" mean?		65
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		65 135
Concerns/ Questions		Page
Response indicates that if full Free or Reduced meals are required then Founders will expect support from the district to ensure meals are provided. It remains unclear whether Founders is prepared to provide the meals. Per response from Founders, students would be required to bring their own lunch if the facility they acquire does not have the required space and equipment for a kitchen. This leaves out the accessibility of the schools for our students on Free and reduced lunch.		65 135

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<p><i>The revised submission did not offer any changes or explanation for the concerns raised in the “Previous Final Concerns” listed above. Those concerns remain.</i></p> <p><i>No proposed cost/meal is provided. WCS will charge \$3.75/lunch for SY 22-23.</i></p>	
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2.9 ADDITIONAL OPERATIONS

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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Plan includes 1-2 custodians for general maintenance and 1 safety official.	58
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Concerns/Questions	Page
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<p>Technology Support: You did not provide any information on Staff or Student technology support plans. Your budgets indicate you will only provide 40 laptop computers for student assessments. That’s 40 laptops for over 1,000 students.</p> <p>Health and nursing: There are no plans outlined for this. Does this exclude students with medical needs?</p>	58
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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<p>Plan includes 1-2 custodians for general maintenance and 1 safety official.</p> <p><i>The revised submission commits to providing a full-time Nurse on campus, but there is no salary or health supplies info found in the proposed budget.</i></p> <p><i>Commits to comply with FERPA.</i></p>	58
	136-138

SECTION 2 – OPERATIONS PLAN AND CAPACITY

<p><i>Shows a Safety official position in the Salary Ranges chart on Page 124 of the revised submission, but no more detail of this person’s functions. Intends to utilize The Vigilance Group for staff security training.</i></p> <p><i>Post-interview response indicated the potential to use Skyward as an SIS platform, but it was not mentioned in the revised submission.</i></p>	
Concerns/ Questions	Page
<p>The State of Tennessee requires all assessment testing to be done on-line. Only 40 computers for over 1,000 students does not prepare them for this testing. Network information does not mention CIPA compliance. Plan to only hire a school nurse if there are over 300 students appears to assume Founders will not accept students with special medical needs.</p>	58
<p><i>No change on the Technology target of only 1 computer for every 4 students. While we understand that the Classical approach minimizes the use of technology, the State of Tennessee requires all assessment testing to be done on-line. Only 40 computers for over 1,000 students does not prepare them for this testing, nor does leasing additional devices just for testing days.</i></p>	136-138

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> • If the school plans to contract with a CMO, the applicant describes the service provider’s educational and management success and the rationale and process for selecting the CMO. • There is a clear division of roles between the board and the CMO. • There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. • If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>The application clearly describes how Founders selects their CMO and why. It lists the responsibilities of the CMO, including both operational and instructional responsibilities.</p>		68
Concerns/Questions		Page

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>It is difficult to understand how this mixed structure of local Headmaster-ResponsiveED-Del Rey Education will actually work and who will be running the school. It is also unclear who holds accountability for the curriculum and performance.</p> <p>No budget details of the allocation of funds into functional areas has been provided to evaluate the application.</p>		68
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>The application clearly describes how Founders selects their CMO and why. It lists the responsibilities of the CMO, including both operational and instructional responsibilities.</p> <p><i>Revised submission provided an Attachment K document. This nonbinding MOU with Service Agreement gives a much better definition of the responsibilities of ResponsiveEd (service provider) within the agreement with Del Rey (the charter school).</i></p>		68 139-142
Concerns/ Questions		Page
<p>It is difficult to understand how this mixed structure of local Headmaster-ResponsiveED-Del Rey Education will actually work and who will be running the school. It is also unclear who holds accountability for the curriculum and performance.</p> <p>No budget details of the allocation of funds into functional areas has been provided to evaluate the application.</p> <p><i>CMO agreement provided with the revised submission is a “nonbinding” agreement between ResponsiveEd and Del Rey. ResponsiveEd has not signed the MOU.</i></p>		68 138-142

2.11 WAIVERS		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>No waivers are listed on the application.</p>		72-73

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Concerns/Questions			Page
Should meet the TN State standards and strictly utilize approved instructional materials since waivers are not being submitted. However, the instructional materials and assessment listed on the application are not Tennessee aligned or approved. If the school intends to utilize the listed curricula it needs to apply for waivers.			72-73
Final Application Review			
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard	
Strengths			Page
No waivers are listed on the application.			72-73 143-145
Concerns/ Questions			Page
Should meet the TN State standards and strictly utilize approved instructional materials since waivers are not being submitted. However, the instructional materials and assessment listed on the application are not Tennessee aligned or approved. If the school intends to utilize the listed curricula it needs to apply for waivers.			72-73
<i>The revised submission indicates Founders will now request 8 waivers for various items. The rationale for the waivers is Founders assertion that they need the waivers in order to execute their curriculum and hire/maintain the highest quality staff. No convincing rationale is provided as to why Founders should not have to comply with the same state requirements that all other school systems in Tennessee have to comply with.</i>			143-145

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY			
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L). 			
Initial Application Review			
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard	
Strengths			Page

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

I can't identify any strengths in this section.		74
Concerns/Questions		Page
This section is blank and there is no Attachment L.		74
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		146
Concerns/ Questions		Page
This section is blank and there is no Attachment L.		146
<i>Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.</i>		146

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The leadership team is identified, together with their roles and responsibilities. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

I can't identify any strengths in this section.		75-77
Concerns/Questions		Page
This section is blank and there is no Attachment M.		75-77
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		75-77 <i>147-149</i>
Concerns/ Questions		Page
This section is blank and there is no Attachment M.		75-77 <i>147-149</i>
<i>Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.</i>		

2.14 NETWORK GOVERNANCE

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response:

- 1) **If there is a network board that operates as the main governing body with each school having an advisory committee:**
 - Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network.
 - Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely.
 - Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools.
 - There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s).
- 2) **If there will be one governing board for all schools at the local level:**
 - Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary).
 - A copy of the by-laws and organizational chart is included.
 - There is a clear, thorough plan to transform the board’s membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities.
 - There is a plan in place for board training as required by Tennessee law.

Initial Application Review

Meets or Exceeds Standard
 Partially Meets Standard
 Does Not Meet Standard

Strengths

Page

I can't identify any strengths in this section.

78

Concerns/Questions

Page

This section is blank, but networks were mentioned in other parts of the application.

78

Final Application Review

Meets or Exceeds Standard
 Partially Meets Standard
 Does Not Meet Standard

Strengths

Page

I can't identify any strengths in this section.

78

150

Concerns/ Questions

Page

This section is blank, but networks were mentioned in other parts of the application.

78

Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.

150

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		79-81
Concerns/Questions		Page
This section is blank, but networks were mentioned in other parts of the application.		79-81
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		79-81 151-153
Concerns/ Questions		Page
This section is blank, but networks were mentioned in other parts of the application.		79-81 151-153
<i>Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.</i>		

SECTION P CAPACITY
2 OPERATIONS PLAN AND

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: Founders has an experienced CMO to handle operations.</p> <p>Weaknesses/Questions: Lack of detail provided related to operations. Many parts left blank and many questions unanswered. Plans for acquiring a facility are vague and difficult to attain as described. Facility needs are not clearly stated. Significant shortfall in funding and planning for numerous operational functions.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: Founders has an experienced CMO to handle operations.</p> <p>(If Any) Weaknesses: Many of the original questions remain after an interview with Founders. The same doubts and weaknesses are still present. Lack of detail provided related to operations. Many parts left blank and many questions unanswered. Plans for acquiring a facility are vague and difficult to attain as described. Facility needs are not clearly stated. Significant shortfall in funding and planning for numerous operational functions. Waivers are not being requested, yet the curricula listed is not Tennessee approved nor aligned to state standards. Provisions for students economically disadvantaged are not present in the applications nor responses from Funders (both for food and transportation since the possible school sites are not in areas of disadvantaged students. Transportation for students remains a concern as well as the lack of sports since they can't be offered due to limitations on insurance costs.</p>		

SECTION P CAPACITY
3 – FINANCIAL PLAN AND

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all startup expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant’s internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant’s budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Anticipates a \$1M gift to get started. Anticipates a ~\$230K net cashflow after Yr 1...		82-83
Concerns/Questions		Page
Contracted services seemed low when you conder SEL and SSS. Everything is being outsourced –is the funding for these services in your budget?		82-83
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Anticipates a \$1M gift to get started. Anticipates a ~\$230K net cashflow after year 1. <i>They did provide an audit plan and a budget for that audit plan as well.</i> <i>There is improvement in the detail offered.</i> <i>There was improvement on year zero budget assumptions but not throughout years 1-5.</i> <i>Attachment O does not explain all the questions provided; however, it was improved.</i>		82-83
Concerns/ Questions		Page

SECTION P CAPACITY

<p>Does not meet the standard because the procedures, policies, systems, and processes are not clearly identified for this charter.</p> <p>The budget seems lacking, and viability is in question, for example with no startup year costs and not enough detail.</p> <p>The plan mentions the use of the charter management organization, but not how that CMO meets these standards.</p> <p>We would like more information on Responsive Ed.</p> <p>The budget narrative in attachment O has percentages that do not add up.</p> <p>They do not fully support revenue and cost assumptions.</p> <p><i>The new submission of Attachment N does not address the stated requirements of the application but rather reflects rationale for why the TDOE expectations are problematic. The TDOE tool does not appear to have been used correctly. There are numerical discrepancies throughout the budget.</i></p> <p><i>There have not been any procedures provided beyond referencing the CMO. There are still questions on how Del Rey will handle these services on the local side in TN. There is no evidence of how they selected Responsive Ed as a contractor for this service. Responsive Ed appears to have adequate financial expertise, however, they still did not provide procedures</i></p> <p><i>Continues to lack detail—no draft policies or controls. Didn't identify anything beyond the system provided. No example provided.</i></p> <p><i>There is improvement in the detail offered. There is weakness in the timing of the cash flow. They believe significant monies are available on July 1 through fundraising and loans. There is concern about their budget year one as well. Cash flow appears to be based on specific student enrollment. Assumption is TISA monies would be available on July 1 but funding wouldn't start until Sept unless there is a new start up charter school formula we aren't aware of. Food services are lacking, textbooks and materials are not sufficient, staffing assumptions...</i></p> <p><i>There was improvement on year zero budget assumptions but not throughout years 1-5.</i></p>	82-83
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3 – FINANCIAL PLAN AND

3.3 NETWORK FINANCIAL PLAN		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page

SECTION

P

CAPACITY

I can't identify any strengths in this section.		84-85
Concerns/Questions		Page
The budget lacks specificity and details needed to assess viability. We are not sure how the student enrollment was determined in assumptions for the budget and do not see contingency plans.		84-85
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		84-85
Concerns/ Questions		Page
No network plan is presented although Founders will clearly depend on the ResponsiveED and Del Rey Education networks for significant portions of starting and running this school. No response was provided to our specific question about this, so we have no detailed information to evaluate.		84-85

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <ul style="list-style-type: none"> Anticipates a \$1M gift to get started. Anticipates a ~\$230K net cashflow after year 1 <p>Weaknesses/Questions:</p> <ul style="list-style-type: none"> The budget lacks specificity and details needed to assess viability. We are not sure how the student enrollment was determined in assumptions for the budget and do not see contingency plans. 		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <ul style="list-style-type: none"> Anticipates a \$1M gift to get started. Anticipates a ~\$230K net cashflow after year 1 <p>(If Any) Weaknesses:</p> <ul style="list-style-type: none"> No network plan is presented although Founders will clearly depend on the ResponsiveED and Del Rey Education networks for significant portions of starting and running this school. No response was provided to our specific question about this, so we have no detailed information to evaluate. <p><i>Textbooks-- Textbook budget low</i></p> <ul style="list-style-type: none"> • <i>Damage and growth: \$56 a student per year</i> • <i>Start-up \$1000 a student (materials, textbooks, TE)</i> <p><i>Textbook, instructional materials and supplies are low.</i></p> <p><i>The enrollment and number of classes do not seem to match. They are showing twice the number of teachers as they do classrooms, for example. Some tabs in the budget seem to be sensical but others do not flow properly. Overall, there is</i></p>		

discrepancy between the application and the supplementary document they submitted as well.

The total expenses for the year one budget on attachment N (tab 6 of excel workbook), page 375—there is \$5.185 million. On page 377 of the application, you have total expenses of \$4.952 million. There is matching within the narrative but, again, it does not match with the \$4.952. This creates confusion and lack of accuracy.

Another discrepancy is there are enrollment projections provided on page 379 and they do not match the enrollment projections on page 347 of attachment N (tab 2 of excel workbook).

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE

Characteristics of a strong response:

- Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator’s schools are high performing and successful (**Attachment Q**).
- Graduation rates are indicative of highly successful strategies (if applicable).
- Applicant selects one or more of the organization’s consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome.
- Applicant selects one or more of the organization’s low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable).
- If the school is operating under another authorizer, the school’s performance report or authorizer evaluation (**Attachment R**) is favorable.
- Latest audit (**Attachment S**) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law.
- The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, **Attachment T**).

Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

I can't identify any strengths in this section.

Concerns/Questions

Page

No data was provided.

Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths	Page
I can't identify any strengths in this section.	
Concerns/ Questions	Page
The data Founders provided after being asked about past performance was related to a school in another state. This school does not use Tennessee approved materials nor standards. It is hard to compare to the school's requirements in Tennessee.	



TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide “a standard application format” (TCA 49-13-116), and “scoring criteria addressing the elements of the charter school application” (SBE Rule 0520-14-01-.01(1)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as “Meets or Exceeds the Standard.” Evaluators will rate the responses by applying the following guidance:

Table with 2 columns: Rating, Characteristics. Rows include: Meets or Exceeds the Standard, Partially Meets Standard, Does Not Meet Standard.

The State Board of Education has adopted Quality Charter Authorizing Standards in Policy 6.111. Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer “[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.” An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For

an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.11 Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	<ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.15 Financial Plan and Capacity: 3.1 through 3.3 Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.12 through 2.15 Financial Plan and Capacity: 3.1, through 3.3 Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	<ul style="list-style-type: none"> • Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) Financial Plan and Capacity: 3.1 and 3.2 Portfolio Review and Performance Record: 4.1

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the “Strengths” area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the “Concerns/Questions” area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.

4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the "Final Application Review" area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the "Final Application Review" area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: Juli L. Oyer

Proposed School Name: Founders Classical Academy

Application includes an Executive Summary.

Yes

No

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The commitment to Classical education is evidenced throughout these sections. It is clear they, through Responsive ED, have experience providing classical education to thousands of students in other states. It is stated they will be providing a service in WCS that cannot be met other than through private schools that require tuition.		Page 11-15
Concerns/Questions		Page
There is ill-defined language throughout this section. Examples are “moral character”, “justice”, “happiness”. There is not clarity on how these are lacking in WCS. Throughout the application, and therefore specific to this section, I do not have clarity about the specific role Responsive Ed and Del Rey will provide to the Tennessee school.		Pages 11-15
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard Revised application: X	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The commitment to Classical education is evidenced throughout these sections. It is clear they, through Responsive ED, have experience providing classical education to thousands of students in other states. It is stated they will be providing a service in WCS that cannot be met other than through private schools that require tuition. <i>The revision does make a connection to teachers and their work within the TDOE state standards.</i>		Pages 11-15
Concerns/Questions		Page
There is not clarity regarding the need that Founders is filling in the WCS community. Despite additional questions and interview time to address the limitations above, additional information was not provide to create clarity. <i>The mission continues to not be measurable.</i>		Pages 11-15

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY 

Characteristics of a strong response:

- The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools.
- The applicant provides a sound rationale for selecting the community where the school will locate.
- The enrollment summary and demographics charts are complete and contain reasonable enrollment projections.
- For existing operators, the use of different enrollment practices is clearly explained.

Initial Application Review

Meets or Exceeds Standard
 Partially Meets Standard
 X Does Not Meet Standard

Strengths

Page

There is a plan for growth from K-8 to K-12 over several years.

Page 17

Concerns/Questions

Page

It is unclear how the community was chosen and the distinct area of service that will be provided to Williamson County families. There does not appear to be clarity on a site being located. As it relates to location—while there is not an established place, they have identified geographical locations in the county. Those locations do not correlate with their desire to provide services to those who are economically challenged. Additionally, there is discrepancy in student enrollment projections in this section and in the budget presented by the applicant.

Pages
16-18

Final Application Review

Meets or Exceeds Standard
 Partially Meets Standard
 X Does Not Meet Standard

Revised application: X

Strengths

Page

There is a plan for growth from K-8 to K-12 over several years.

Page 16

Concerns/Questions

Page

It is unclear how the community was chosen and the distinct area of service that will be provided to Williamson County families. There does not appear to be clarity on a site being located. As it relates to location—while there is not an established place, they have identified geographical locations in the county. Those locations do not correlate with their desire to provide services to those who are economically challenged. Additionally, there is discrepancy in student enrollment projections in this section and in the budget presented by the applicant.

Pages
16-18

Discussion in the interview process and subsequent answers provided by the applicant did little to address the above concerns. There was discussion of addressing the need of robust growth in the county—however WCS has clear projections of this growth and strategic response to that growth. Additionally, the population that the school will serve will do little to provided benefit to the growth in WCS.

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There is alignment to the mission and vision. There is some discussion of specific curriculum—both in the application and interviews.		Page 18
Concerns/Questions		Page
Tennessee has specific state standards that all curricula must be aligned to. There is not clarity if the curriculum that will be used is aligned to those standards. There is much discussion of other states (Arkansas and Texas) but not to Tennessee. This concern carries through to assessments as well. Additionally, there is not clarity related to students who are not meeting academic standards—no clear plan for RTI or simply to generally address students who are struggling.		Pages 19-24
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard Revised application: X	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There is alignment to the mission and vision. There is some discussion of specific curriculum—both in the application and interviews.		Page 18
Concerns/Questions		Page
Tennessee has specific state standards that all curricula must be aligned to. There is not clarity if the curriculum that will be used is aligned to those standards. There is much discussion of other states (Arkansas and Texas) but not to Tennessee. This concern carries through to assessments as well. Additionally, there is not clarity related to students who are not meeting academic standards—no clear plan for RTI (it is limited in another section) or simply to generally address students who are struggling. Neither the interview nor post-interview answers provided clarity of the above concerns. There was discussion that there was an intention to create the alignment to TN standards, but the specifics of this intention were lacking.		Pages 18-25

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>The application provides robust goals to achieve as it relates to academic performance. There is presentation of attendance expectation and possible remediation options (Saturday school).</p>		Pages 25-28
Concerns/Questions		Page
<p>While the goals presented are understandable and offer much to reach for, the baseline is not clearly presented and therefore the ability to measure the goals is lacking. The lack of clarity in this area is concerning. The data provided is appears to be based on Responsive ED's other schools but, again, does not appear connected to TN.</p>		Pages 25-28
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard Revised application: X	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>The application provides robust goals to achieve as it relates to academic performance. There is presentation of attendance expectation and possible remediation options (Saturday school).</p>		Pages 25-28

Concerns/Questions	Page
While the goals presented are understandable and offer much to reach for, the baseline is not clearly presented and therefore the ability to measure the goals is lacking. The lack of clarity in this area is concerning. The data provided is appears to be based on Responsive ED's other schools but, again, does not appear connected to TN. There was continued lack of clarity both in the interview and post interview opportunities. The lack of connection to TN and/or Williamson County is of concern.	Pages 25-28

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Not applicable.		
Concerns/Questions		Page
Not applicable.		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Not applicable.	
Concerns/Questions	Page
Not applicable.	

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements. ▪ The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities. ▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
The plan to provided Advanced Placement courses is a strength.		Page 29
Concerns/Questions		Page
The graduation requirements presented in the application do not align with TN graduation requirements. This concern continues with the lack of alignment to college entrance requirements. This is related to Wellness, math offerings and social studies offerings.		Pages 29-31
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard Revised application: X
Strengths		Page

<p>The plan to provided Advanced Placement courses is a strength. (Although no offerings beyond math and science.)</p>	<p>Not applicable.</p>
<p>Concerns/Questions</p>	<p>Page</p>
<p>The graduation requirements presented in the application do not align with TN graduation requirements. This concern continues with the lack of alignment to college entrance requirements. This is related to Wellness, math offerings and social studies offerings. When provided an opportunity in both the interview and post-interview responses, limited clarity was provided to assist in addressing the concerns. While there was additional information provided, it was lacking. There continued to be deficiency related to the alignment of TN graduation requirements.</p>	<p>Pages 29-31</p>

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were not strengths noted in this section.		
Concerns/Questions		Page
There continues to be concern about alignment to TN academic standards. Based on this, there is not clarity about the assessments that will be provided and their specific alignment to TN expectations. The plan is lacking overall and appears to put significant onus on the out-of-state team rather than the WCS campus.		Page 32
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Revised application: X		
Strengths		Page
There were not strengths noted in this section.		
Concerns/Questions		Page
There continues to be concern about alignment to TN academic standards. Based on this, there is not clarity about the assessments that will be provided and their specific alignment to TN expectations. The plan is lacking overall and appears to put significant onus on the out-of-state team rather than the WCS campus. The written response provided did attempt to provide clarity on how alignment and assessment training would occur, however without consistent alignment of curriculum, it is challenging to give credence to the assessment plan at this time.		Page 33

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There are intervention plans for after school and Saturday school support for students in need.		Page 35
Concerns/Questions		Page
The application did not provide a detailed schedule as required. There does not appear to be an expectation of summer attendance for targeted students as required by TDOE. The requirement of 180 days in school is not met.		Page 35
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard Revised application: X	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There are intervention plans for after school and Saturday school support for students in need. <i>New schedules were included to enhance programmatic structures. There are plans included to meet the requirements.</i>		Page 35
Concerns/Questions		Page
The application did not provide a detailed schedule as required. There does not appear to be an expectation of summer attendance for targeted students as required by TDOE. The requirement of 180 days in school is not met. The responses provided by the applicant were limited in addressing all concerns. While there were answers provided, the answers created additional questions related to a variety of schedules provided, specific unknown terms and lack of clarity in the summer school concern.		Page 35

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There does appear to be a process to identify students with a variety of specific learning needs (English Language, IEP, 504). There was discussion of addressing students identified as gifted.		Page 36
Concerns/Questions		Page
Staffing to support students (identified and at-risk) is lacking. The services that will be provided lack detail including specific assessment plans such as psycho-educational assessment and reevaluations. There is no specific detail provided related to students who have IEPs based on giftedness.		Pages 36-39
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard Revised application: X	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There does appear to be a process to identify students with a variety of specific learning needs (English Language, IEP, 504). There was discussion of addressing students identified as gifted. <i>Revised application has enhanced the structures relevant to special populations of students.</i>		
Concerns/Questions		Page
Staffing to support students (identified and at-risk) is lacking. The services that will be provided lack detail including specific assessment plans such as psycho-educational assessment and reevaluations. There is no specific detail provided related to students who have IEPs based on giftedness.		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Follow-up opportunities provided limited clarity and offered additional concerns such as using scaffolding for gifted students. There is not recognition that students in TN are served with IEPs when identified as gifted. While staffing for assessment was mentioned, there is continued confusion around who will be providing assessments and services.	
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1.10 SCHOOL CULTURE AND DISCIPLINE

- Characteristics of a strong response:
- The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support.
 - The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive.
 - The Student Handbook (**Attachment B**) includes relevant, comprehensive, and legally sound policies.
 - The student discipline policy (**Attachment C**) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

There is clarity of vision. There is clarity in developing and sustaining a school culture.	Page 41
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Concerns/Questions **Page**

The handbook provided in that of another state. There are specific expectations in the state of TN related to schools and the applicant could have worked toward providing some of those elements rather than simply providing one from a previous educational setting in another state. Based on this, it cannot be determined if the handbook meets the expectations of this section.	Page 42
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard Revised application: X	<input type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

There is clarity of vision. There is clarity in developing and sustaining a school culture.	Page 41
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Concerns/Questions **Page**

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

<p>The handbook provided in that of another state. There are specific expectations in the state of TN related to schools and the applicant could have worked toward providing some of those elements rather than simply providing one from a previous educational setting in another state. Based on this, it cannot be determined if the handbook meets the expectations of this section.</p> <p>During the interview process, the applicant stated their legal team would work on the TN handbook and asked for suggestions of items that were not aligned with the handbook provided. There was nothing additional provided for review.</p>	<p>Page 42</p>
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1.11 RECRUITMENT AND ENROLLMENT		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ The applicant’s enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant’s student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>There is a plan provided for recruitment and enrollment.</p>		<p>Pages 42-44</p>
Concerns/Questions		Page
<p>The applicant does not adequately demonstrate a plan to recruit students beyond word of mouth. It is not clear how they will meet this across the entire school district. There is concern about them providing access to a diverse population of students across WCS.</p>		<p>Pages 42-44</p>
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard Revised application: X	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
<p>There is a plan provided for recruitment and enrollment. <i>Revisions support each of the indicators in a much stronger manner. There is clarity in recruitment that was previously lacking.</i></p>		<p>Pages 42-44</p>

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Concerns/Questions	Page
The applicant does not adequately demonstrate a plan to recruit students beyond word of mouth. It is not clear how they will meet this across the entire school district. There is concern about them providing access to a diverse population of students across WCS. No additional information or documentation was provided to enhance the plan in recruitment and enrollment.	Pages 42-44

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT

- Characteristics of a strong response:
- There is evidence that community feedback is incorporated in the application.
 - There are 3 or more letters of support, MOUs, or contracts with community partners (**Attachment E**).
 - The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school.
 - The applicant has a well-defined plan for informing and educating parents on school policies.

Initial Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

There is mention of an organization that will provide engagement of parents and community stakeholders.

Page 46

Concerns/Questions

Page

There is abundant weight offered to the thoughts of Del Rey rather than specifics related to the Williamson County community. There does not appear to be any community feedback from Williamson County. There is no Attachment E.

Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Revised application: X

Strengths

There is mention of an organization that will provide engagement of parents and community stakeholders. *The revisions are appropriate to support the indicators and attachment E is included to meet the standard.*

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Concerns/Questions
<p>There is abundant weight offered to the thoughts of Del Rey rather than specifics related to the Williamson County community. There does not appear to be any community feedback from Williamson County.</p> <p>There is no Attachment E.</p>

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths: There is obvious commitment to the classical approach to education. There appears to be strong commitment to consistency across the organization (Responsive Ed). Both the application and interviews demonstrate a clear passion for this approach and organization.</p> <p>Weaknesses/Questions: It is of grave concern that there does not appear to be alignment to the TN requirements across several areas including curriculum, assessment, and discipline. While this may be due to the incomplete nature of the application, it does not allow the reviewer to review the specifics that will occur in Williamson County. Additional information was needed to provide sufficient clarity of the Tennessee/Williamson County program.</p>		
Final Application Review		
Meets or Exceeds Standard		
Revised application: <input checked="" type="checkbox"/>	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Strengths:

There is obvious commitment to the classical approach to education. There appears to be strong commitment to consistency across the organization (Responsive Ed). Both the application and interviews demonstrate a clear passion for this approach and organization.

Weaknesses/Questions:

It is of grave concern that there does not appear to be alignment to the TN requirements across several areas including curriculum, assessment, and discipline. While this may be due to the incomplete nature of the application, it does not allow the reviewer to review the specifics that will occur in Williamson County. Additional information was needed to provide sufficient clarity of the Tennessee/Williamson County program.

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
The Board members provided appear to have experience in the fields indicated and appear, based on information provided, professional ability to give expertise in the fields. Additionally, the Board has committed to annual training which demonstrates high expectations of all involved in the organization.		Page 50
Concerns/ Questions		Page
There is concern that, while there are thorough bylaws provided, the non-discrimination does not include sexual preference as a non-discriminatory preference. In a community as diverse as Williamson County, there is question about this item missing. There is curiosity about the reasoning or rationale related to board members not having to live in Williamson County. It seems students from outside WCS will have the opportunity to attend Founders—additional information is needed in this area.		Pages 49-50
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	X Does Not Meet Standard Revised application: X
Strengths		Page
The Board members provided appear to have experience in the fields indicated and appear, based on information provided, professional ability to give expertise in the fields. Additionally, the Board has committed to annual training which demonstrates high expectations of all involved in the organization. <i>There were not significant changes made to the revision—there appear to be some changes made to the Board and there is clarity regarding complaints about the Board.</i>		Page 50
Concerns/ Questions		Page
There is concern that, while there are thorough bylaws provided, the non-discrimination does not include sexual preference as a non-discriminatory preference. In a community as diverse as Williamson County, there is question about this item missing. There is curiosity about the reasoning or rationale related to board members not having to live in Williamson County. It seems students from outside WCS will have the opportunity to attend Founders—additional information is needed in this area.		Pages 49-50
While additional information was provided during the interview process and in additional answers provided by the applicant, questions continue to linger related to the concerns and questions above.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths noted in this section.		
Concerns/Questions		Page
There was not a clear plan for finding a location. The sites listed in the application and in the interviews appear to be lacking in the ability to provide adequate facilities including athletic opportunities and playgrounds. Potential challenges are not adequately addressed in this section.		Page 50-52
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard Revised application: X
Strengths		Page
There were no strengths noted in this section. <i>No additional revisions impacted this area.</i>		
Concerns/ Questions		Page
There was not a clear plan for finding a location. The sites listed in the application and in the interviews appear to be lacking in the ability to provide adequate facilities including athletic opportunities and playgrounds. Potential challenges are not adequately addressed in this section. Nothing further was provided in interview or post-interview responses that provided clarity. It is clear the applicant is in communication with community members about location but with limited information it is a challenge to review adequately to address the rubric.		Page 50-52

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.3 FACILITIES		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There is no question the organization has experience and potentially expertise in finding adequate space for school facilities in other locations outside of Tennessee.		Pages 53-54
Concerns/Questions		Page
The sites provided leave significant questions lingering regarding having facilities. While there is information provided regarding negotiations for “suitable facilities” the information does not provide adequate information related to the facilities and the necessary amenities such as playground space. There appears to be confusion between the initial space offered for facilities and the growth expected in the program as evidenced by discrepancy in the application in the budget and the text. There does not appear to be a designer, or a design planned for. The short time limit between finding a facility, securing a designer and/or design, and opening of the school appears to be of significant challenge		Pages 53-54
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard Revised application: X
Strengths		Page
There is no question the organization has experience and potentially expertise in finding adequate space for school facilities in other locations outside of Tennessee. <i>While the revision’s narrative did add detail regarding ResponsiveEd’s experiences in other charter school openings, there is not substantial change offered.</i>		Pages 53-54
Concerns/ Questions		Page
The sites provided leave significant questions lingering regarding having facilities. While there is information provided regarding negotiations for “suitable facilities” the information does not provide adequate information related to the facilities and the necessary amenities such as playground space. There appears to be confusion between the initial space offered for facilities and the growth expected in the program as evidenced by discrepancy in the application in the budget and the text. There does not appear to be a designer, or a design planned for. The short time limit between finding a facility, securing a designer and/or design, and opening of the school appears to be of significant challenge. Additional information was not provided to provide sufficient clarity.		Pages 53-54

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The school’s organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school’s success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths to note in this section.		
Concerns/Questions		Page
Attachment G not provided. It is concerning that a simply draft or template of this cannot be provided with the application. There is not clarity of exactly who will be engaged in the local operations of the TN school site. While there is acknowledgement of the challenges with recruitment and hiring, there is not a sufficient plan to address this specific issue.		Pages 56-59
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard Revised application: X
Strengths		Page
There were no strengths to note in this section. -The revised submission provides new explanation on the functions of the Head of School. <i>Revisions offered additional information related to their relationship with the Professional Educators of Tennessee to develop a specific “classical” teacher training and certification program. Also there is additional information regarding intention for some waiver flexibility with regards to licensure of leadership personnel.</i>		
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Attachment G not provided. It is concerning that a simply draft or template of this cannot be provided with the application. There is not clarity of exactly who will be engaged in the local operations of the TN school site. While there is acknowledgement of the challenges with recruitment and hiring, there is not a sufficient plan to address this specific issue. There was not enough specificity in the follow-up documentation to adequately address the above mentioned concerns.	Pages 56-59
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2.5 PROFESSIONAL DEVELOPMENT

<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.
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Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

There is time provided to offer faculty and staff professional development.	Page 60
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Concerns/Questions **Page**

There is concern that Responsive ED will handle all professional learning. Will there be training prior to the opening of the school by in-state/in-building personnel? There does not appear to be a plan for such nor is there a budget to provide. Will the provider be the same throughout the school year? There is quite a bit lacking in a sufficient plan for this arena—especially considering educators may need to be training in the Classical model.	
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard Revised application: X	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

There is time provided to offer faculty and staff professional development. <i>The revised application did develop the professional learning program and includes days specifically set aside for professional development of staff.</i>	Page 60
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Concerns/ Questions **Page**

SECTION 2 – OPERATIONS PLAN AND CAPACITY

There is concern that Responsive ED will handle all professional learning. Will there be training prior to the opening of the school by in-state/in-building personnel? There does not appear to be a plan for such nor is there a budget to provide. Will the provider be the same throughout the school year? There is quite a bit lacking in a sufficient plan for this arena—especially considering educators may need to be training in the Classical model. Additional information was not provided to adequately address the concerns.	Pages 60-62
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2.6 INSURANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were no strengths noted in this section.		
Concerns/Questions		Page
There is no Attachment J provided.		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard Revised application: X
Strengths		Page
There were no strengths noted in this section. <i>The revisions continued to be lacking in specific areas such as coverage for specific sports in their secondary programming.</i>		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Concerns/ Questions	Page
There is no Attachment J provided.	

2.7 TRANSPORTATION – IF APPLICABLE

Characteristics of a strong response:

- The applicant’s transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable.
- The applicant has a sound plan for oversight of its transportation operations.
- The applicant has a plan for transporting special needs students where necessary.
- The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
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Strengths	Page
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There were no strengths noted in this section.	
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Concerns/Questions	Page
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There is concern that the school will not provide any transportation for the academic school day. There is a clear focus on serving students who cannot afford private education or who are economically disadvantaged. This appears to be a disconnect. Additionally, the cost for students to participate in extracurriculars through driving themselves or charter busses appears to be a limitation.	Page 64
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Final Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard Revised application: X
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Strengths	Page
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SECTION 2 – OPERATIONS PLAN AND CAPACITY

<p>There were no strengths noted in this section. <i>The revision provides additional information regarding parent input and transportation for students with disabilities, however continues to be lacking.</i></p>	
Concerns/ Questions	Page
<p>There is concern that the school will not provide any transportation for the academic school day. There is a clear focus on serving students who cannot afford private education or who are economically disadvantaged. This appears to be a disconnect. Additionally, the cost for students to participate in extracurriculars through driving themselves or charter busses appears to be a limitation. Follow- up provided nothing additional.</p>	<p>Page 64</p>

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The name of a food service provider is present in the application which demonstrates some familiarity with possible vendors.		Page 65
Concerns/Questions		Page
There is not clarity related to the budget implications, renovations of facilities should the location not provide kitchen facility, the staffing implications on providing food services nor a clear plan for students who qualify for free and reduced lunch.		Page 65
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard Revised application: X	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The name of a food service provider is present in the application which demonstrates some familiarity with possible vendors.		Page 65
Concerns/ Questions		Page
There is not clarity related to the budget implications, renovations of facilities should the location not provide kitchen facility, the staffing implications on providing food services nor a clear plan for students who qualify for free and reduced lunch. The follow-up communication did not sufficiently address the concerns listed.		Page 65

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
There were not any strengths noted in this section.		
Concerns/Questions		Page
The application is significantly lacking in its addressing of technology and technology support in the school. While there is discussion of 40 computers, there is not presentation of information of how they will be used. Additionally, there is not discussion of teacher instructional technology in the classrooms. School health and nursing are not addressed. There does not appear to be acknowledgement of basic facility needs beyond custodial work.		Page 67
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard Revised application: X
Strengths		Page
There were not any strengths noted in this section. <i>The revision does not provide enough substantial information to meet the indicators.</i>		
Concerns/ Questions		Page
The application is significantly lacking in its addressing of technology and technology support in the school. While there is discussion of 40 computers, there is not presentation of information of how they will be used. Additionally, there is not discussion of teacher instructional technology in the classrooms. School health and nursing are not addressed. There does not appear to be acknowledgement of basic facility needs beyond custodial work. While the interview reminded the reviewer that Classical education provides limited technology, there are basic expectations per TDOE that require access to technology. The nursing topic was address in the interview.		Page 67

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> If the school plans to contract with a CMO, the applicant describes the service provider’s educational and management success and the rationale and process for selecting the CMO. There is a clear division of roles between the board and the CMO. There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
There is clear evidence of relationship with Del Ray and Responsive Ed.		
Concerns/Questions		Page
Concerns continue to present themselves related to the distinct roles and responsibilities of the CMO personnel and site-specific personnel. Who is in charge of the day-to-day managerial, operational, and instructional actions required at the TN campus?		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard Revised application: X	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
There is clear evidence of relationship with Del Ray and Responsive Ed. <i>The revision provides additional information that assists in understanding the roles of ResponsiveEd and Del Rey. This is helpful.</i>		
Concerns/ Questions		Page
Concerns continue to present themselves related to the distinct roles and responsibilities of the CMO personnel and site-specific personnel. Who is in charge of the day-to-day managerial, operational, and instructional actions required at the TN campus?		

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant does not cite any requested waivers.		Page 72
Concerns/Questions		Page
There is no waiver to the TN state standards nor is there any connection to the alignment throughout the application to those standards.		Page 72
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard Revised application: X
Strengths		Page
The applicant does not cite any requested waivers. <i>The revisions provide clarity about specific waivers that will be applied for through TDOE. It is unclear why all of the waivers are required however they are now including the need from them in the application.</i>		Page 72
Concerns/ Questions		Page
There is no waiver to the TN state standards nor is there any connection to the alignment throughout the application to those standards. Follow up information states no waivers will be needed; however, Core Knowledge is not an adopted, reviewed curriculum. Therefore, a waiver will need to be requested.		Page 72

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization’s stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L). 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None noted.		
Concerns/Questions		Page
This section is blank and attachment L is not included.		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard Revised application: X
Strengths		Page
None noted.		
Concerns/ Questions		Page
This section is blank and attachment L is not included. Opportunity was provided to answer to the absences of documentation for this section through 2.15 and none was provided. It is obvious Del Ray and Responsive Ed are critical components of the programming, but no information was provided.		

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The leadership team is identified, together with their roles and responsibilities. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None noted.		
Concerns/Questions		Page
This section is blank and attachment M is not provided.		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard Revised application: X
Strengths		Page
None noted.		
Concerns/ Questions		Page
This section is blank and attachment L is not included. Opportunity was provided to answer to the absences of documentation for this section through 2.15 and none was provided. It is obvious Del Ray and Responsive Ed are critical components of the programming, but no information was provided.		

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.14 NETWORK GOVERNANCE		
Characteristics of a strong response:		
1) If there is a network board that operates as the main governing body with each school having an advisory committee: <ul style="list-style-type: none"> ▪ Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. ▪ Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely. ▪ Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. ▪ There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s). 		
2) If there will be one governing board for all schools at the local level: <ul style="list-style-type: none"> ▪ Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary). ▪ A copy of the by-laws and organizational chart is included. ▪ There is a clear, thorough plan to transform the board’s membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities. ▪ There is a plan in place for board training as required by Tennessee law. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None noted.		
Concerns/Questions		Page
Not provided		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard Revised application: X
Strengths		Page
None noted.		
Concerns/ Questions		Page
This section is blank and attachment L is not included. Opportunity was provided to answer to the absences of documentation for this section through 2.15 and none was provided. It is obvious Del Ray and Responsive Ed are critical components of the programming, but no information was provided.		

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None noted.		
Concerns/Questions		Page
Section is blank.		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard Revised application: X
Strengths		Page
None noted.		
Concerns/ Questions		Page
This section is blank and attachment L is not included. Opportunity was provided to answer to the absences of documentation for this section and none was provided. It is obvious Del Ray and Responsive Ed are critical components of the programming, but no information was provided.		

SECTION P CAPACITY
2 OPERATIONS PLAN AND

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <p>There is experience from the CMO. The Board provides experience and possible expertise.</p> <p>Weaknesses/Questions:</p> <p>Significant questions are present including but not limited to facility location and services the facility will be able to provide, technology plan, food service, transportation, special education services, lack of waivers and general understanding of TDOE expectations for school programming requirements.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard Revised application: X
<p>Strengths:</p> <p>There is experience from the CMO. The Board provides experience and possible expertise.</p> <p>(If Any) Weaknesses:</p> <p>Significant questions are present including but not limited to facility location and services the facility will be able to provide, technology plan, food service, transportation, special education services, lack of waivers and general understanding of TDOE expectations for school programming requirements. When given the opportunity to provide resources and answers to the abovementioned concerns, clarity was not provided. Based on this there continues to be significant concern in many areas.</p>		

3 – FINANCIAL LAN AND

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all startup expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant’s internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant’s budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application appears to be complete and offers initial broad strokes to the information needed on this rubric.		
Concerns/Questions		Page
Overall, there is a greater need for additional detail to have better holistic understanding of the financial elements of the school. The budget itself is lacking. There is a need for detailed FTE count rather than just the dollar amount. Additional information is needed related to Responsive Ed. Questions linger about their financial health, what local operations will look like since they are out of state, and their overall fiscal relationship to the Tennessee school. Many things appear to be outsourced and those that provide monetary numbers seem low. Are they a new start applicant?		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Revised application: X		
Strengths		Page

SECTION P CAPACITY

<p>The application appears to be complete and offers initial broad strokes to the information needed on this rubric. The revision continues to offer confusion. <i>The new submission of Attachment N does not address the stated requirements of the application but rather reflects rationale for why the TDOE expectations are problematic. The TDOE tool does not appear to have been used correctly. There are numerical discrepancies throughout the budget. Continues to lack detail—no draft policies or controls. Didn't identify anything beyond the system provided. No example provided. They did provide an audit plan and a budget for that audit plan as well. There is improvement in the detail offered. There is weakness in the timing of the cash flow. They believe significant monies are available on July 1 through fundraising and loans. There is concern about their budget year one as well. Cash flow appears to be based on specific student enrollment. Assumption is TISA monies would be available on July 1 but funding wouldn't start until Sept unless there is a new start up charter school formula we aren't aware of. Food services is lacking, textbooks and materials are not sufficient, staffing assumptions. Additionally, there was improvement on year zero budget assumptions but not throughout years 1-5. Attachment O does not explain all the questions provided, however was improved. Anticipate \$125 in per-student fees however have only budgeted approximately \$20 per student in supply cost. Reviewer continues to be unclear on the plan if the enrollment is below what is predicted. We are unsure how the enrollment numbers we developed and/or justified. It is stated in the application narrative that the enrollment of WCS is going down. This is not accurate at this time.</i></p>	
<p>Concerns/ Questions</p>	<p>Page</p>
<p>There continue to be a significant number of concerns and/or lingering questions related to the application. The budget worksheet is not comprehensive in attachment N. The procedures, policies, systems and process for accounting, payroll, and audits is lacking because it does not provide all information needed to make an informed decision. Information provided is more related to their partnership with Responsive Ed rather than their own specific charter. There are not sound criteria and/or procedures in selecting contractors for admin services. There does not appear to be evidence of financial expertise among internal and external team members. The startup and five-year operating budgets do not appear complete—they are lacking specificity and detail. There continues to be a need for a detailed description of their capital expenses. If the assumption notes were completed throughout the budget, it would be helpful and would potentially answer many lingering questions. Budget narrative (attachment O) has percentages that do not add up. The applicant does not fully support the revenue and cost assumptions. While there is additional information about Responsive Ed., not all lingering questions have been answered.</p> <p>This application was submitted by a startup applicant. It is a startup for WCS even though the entity may have schools in other states. The application for us is a startup for Tennessee.</p>	

3 – FINANCIAL LAN AND

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. 		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
None noted.		
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard Revised application: X
Strengths		Page
None noted.		
Concerns/ Questions		Page

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths: The application was mostly complete in this area of review. There was an attempt to answer lingering questions both through the interview and follow-up answers portions of the application process.</p> <p>Weaknesses/Questions: The overall clarity of the financial plan is lacking in both detail, accuracy, and depth of information provided. There is hope that additional information provided by the applicant will be of benefit to the application process.</p>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths: The application was mostly complete in this area of review.</p> <p>(If Any) Weaknesses: The overall reply to the specific questions Founders was asked continued to be limited at best and, in general, deficient at meeting the standards we were hoping to receive in order to have better financial understanding. In addition to limited detail provided in the answers, there continued to be inconsistencies between specific areas such as salary, FTEs, and overall calculations in expenses. We continue to not have clarity around the availability of funds from Responsive Ed. Many of the answers appear to be based on the facility where the school will be housed which would make a difference in the overall budget because it would increase revenue—the larger the school, the greater the enrollment resulting in greater revenue. Overall, there is not consistent detail provided that offers clarity about the budget that will be used in year one and/or beyond.</p>		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE

Characteristics of a strong response:

- Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator’s schools are high performing and successful (**Attachment Q**).
- Graduation rates are indicative of highly successful strategies (if applicable).
- Applicant selects one or more of the organization’s consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome.
- Applicant selects one or more of the organization’s low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable).
- If the school is operating under another authorizer, the school’s performance report or authorizer evaluation (**Attachment R**) is favorable.
- Latest audit (**Attachment S**) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law.
- The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, **Attachment T**).

Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

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Concerns/Questions

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No information provided for this section.	
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Final Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

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Concerns/ Questions

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No information provided for this section.	
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