

**SUBJECT**

Proposed Petition Evaluation Rubric Revisions

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

In January 2013, the Public Charter School Commission (PCSC) adopted the Petition Evaluation Rubric (PER) for use in analyzing the merits of submitted charter school petitions.

In June 2013, the PCSC adopted staff proposed changes to align the PER to improve the ease of evaluating petitions and align it to administrative rule changes.

**DISCUSSION**

The draft, proposed amendments to the Petition Evaluation Rubric (PER) are intended to clarify rubric expectations, remove duplicative or unnecessary measures, and align the PER to current PCSC practices. The most substantial changes pertain to the Measurable Student Educational Standards section in Tab 4, which was adjusted to allow staff to begin to work with schools to develop mission-specific goals (as needed for the performance certificate) during the petitioning process.

**IMPACT**

Any amendments to the PER approved by the PCSC will be effective immediately.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval of the proposed amendments to the PER.

**COMMISSION ACTION**

A motion to approve the draft PCSC Petition Evaluation Rubric as submitted.

OR

A motion to approve the draft PCSC Petition Evaluation Rubric with the following changes:

\_\_\_\_\_.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**February 13, 2014**

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Proposed Petition Evaluation Rubric (PER) Revisions: February 2014

Section	Category	Pg	Change(s)	Reasoning
Doc Cover	N/A	0	Corrected typographical error in title.	Typographical error.
Doc Cover	N/A	0	Added an "Approved on" line under the title.	To ensure that the appropriate version is being used by staff & schools.
Intro	Cover Page	3	Added details about the information required (by rule) to be on the Cover Page.	To clarify requirements for petitioners; improve ease of use for PCSC staff.
Intro	Table of Contents	3	Moved the need for hyperlinks in Table of Contents from "Exceeds" to "Meets"; eliminated the "Exceeds" category.	To align with the General Quality Standards at the end of the rubric; to address PCSC feedback about the importance of having hyperlinks when they review petitions.
Tab 2	Facilities Summary	5	Added the requirement that schools include a reference to Facilities Summary section regarding the location of the facility details in the Appendices, completed on the PCSC Facility Options template.	To ensure that schools understand that they must provide additional details about their facility options in the appendices and must use the PCSC template to meet PCSC expectations.
Tab 3	Educational Program	6	Added language that allows a school to receive "Meets" if they have provided information about how they will align curriculum to the Common Core / Idaho standards OR have provided a clear plan outlining how they will prepare students for standardized testing if they are choosing to not align to some or all of the standards.	Per statute, as a part of charter schools' autonomy, schools may choose not to align to the Common Core / Idaho Standards. However, if they are choosing not to align, it will be important that they have a plan to prepare for testing, since testing is required and is aligned to the standards.
Tab 3	Goals	7	Moved the first goals measure into the educational program section. Added that the goals should be able to be logically connected to the school's mission (essentially combining this measure with the one that follows it).	See next item; this measure was kept because PCSC staff believe it is still important for the petitioners to state the primary, overarching goal(s) of their chosen educational program, but in light of the change towards performance certificates, staff does not believe that the goals need to be a separate, detailed section of the charter.
Tab 3	Goals	7	Eliminated "Goals" category.	PCSC staff are making an effort to remove or minimize measures that are not clearly required in statute or rule. Though we would like to maintain the expectation that petitioners provide basic information about the overall goal(s) of their educational program, we do not feel this needs to be a separate section.

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Section	Category	Pg	Change(s)	Reasoning
Tab 3	Goals	7	Deleted 2 measures (shown in strikethrough).	See explanation in the previous (2) changes).
Tab 3	Special Education Services	7	Edited the requirement for the Special Education Services plan provided in the petition: deleted the details about what need to be included in the plan and stated that the plan must be deemed compliant by the SDE during Sufficiency Review. Made this measure "Does Not Meet" or "Meets" only.	Since the SDE utilizes their Special Education staff to review this section of the petition, PCSC staff feel that the PCSC expectation should be that the plan is included and passed Sufficiency Review (rather than our staff attempting to decide if the plan is good or not). One additional measure (related to the budget and SPED) was maintained in the rubric.
Tab 3	SPED	7-8	Deleted 3 measures (shown in strikethrough).	See above; PCSC will be trusting SDE to evaluate the quality of the school's Special Education Services plan.
Tab 4	MSES	8-9	Deleted 3 measures (shown in strikethrough).	To eliminate expectations that were associated with our previous approach to MSES that do not align with the expectations of mission-specific goals.
Tab 4	MSES	9	Edited language to align to the expectations that PCSC staff are implementing with schools for mission-specific goals: that they are outcome-based; use an appropriate, logical research methodology; and rely on objective, reliable measurement tools. Deleted the reference to the Star Rating System.	To align our MSES expectations to those of the mission-specific goals the PCSC is creating with schools for their Performance Framework, to provide clear guidelines from the beginning of the petitioning process and aid us in working with petitioners early to develop their mission-specific goals. The Star Rating reference was eliminated since mission-specific goals are not expected to align to the state's accountability system.
Tab 4	Measuring Student Progress	9	Eliminated "Measuring Student Progress" category.	The indicators on how MSES / mission-specific goals will be measured will now be included in the MSES section so that petitioners understand that they can be integrated into the MSES and do not have to be a separate or lengthy section.
Tab 4	Measuring Student Progress	9	Moved the expectation that schools provide additional information regarding the methods of measuring student progress (other than MSES evaluation) from "Meets" to "Exceeds".	PCSC staff expect schools to clearly outline how they will measure and report on MSES / mission-specific goals. Other information is helpful, but does not need to be in "Meets" since it is not required by statute or rule.
Tab 4	Accountability & School Improvement	10	Edited "Five Star Rating System" to the "state's accountability system".	To prevent need for additional revision if the SDE significantly revises or renames the state's accountability system.
Tab 4	Accountability & School Improvement	10	Edited the section on the school's plan if they are identified as in need of improvement from "under No Child Left Behind (NCLB)" to "by the state".	To prevent need for additional revision as federal and state legislation and/or improvement processes change.

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<b>Section</b>	<b>Category</b>	<b>Pg</b>	<b>Change(s)</b>	<b>Reasoning</b>
Tab 5	Governance	10	Deleted 1 measure (shown in strikethrough).	Measure was duplicative to one in Tab 8.
Tab 5	Governance	11	Edited / moved the measure about ethical standards so that the petitioners will put a reference in Tab 5 to the document and will include the document in the Appendices.	PCSC staff prefers the ethical standards document to be in the appendices, rather than being included in the body of the petition narrative.
Tab 6	Student Discipline	13	Revised the language in measure, adding "disciplinary measures, including..." and adding "and re-enrollment".	To align the measure more closely with statute / rule.
Tab 7	Admissions Procedures	14	Deleted 3 measures (shown in strikethrough).	Measures were partially duplicative with one another and have been merged into one measure.
Tab 7	Admissions Procedures	14	Revised the language in the measure to address all aspects of the selection process in one measure.	Measures were partially duplicative and are now combined.
Tab 8	Business Plan: Management	16	Revised language regarding demonstrating the division of roles and responsibilities between entities, adding an EMO/CMO reference in "Meets" and adding an organizational chart to "Exceeds".	This measure was significantly duplicative with one in Tab 5 and one in Tab 9. By revising the language here, we were able to delete the other measures (in Tabs 5 and 9).
Tab 8	Business Plan: Management	16	Deleted 1 measure (shown in strikethrough).	Rule now has the item referred to in this measure to be included in the appendices; no need for a reference here.
Tab 8	Business Plan: Finances	17	Deleted 1 measure (shown in strikethrough).	Rule now has the items referred to in this measure to be included in the appendices; no need for a reference here.
Tab 8	Transportation	17	Moved "beginning in year two or sooner" from "Meets" to "Exceeds" thus changing the transportation expectation for "Meets" to having a plan in place for transportation (at some point) and "Exceeds" to having it in year two or sooner (previous "Exceeds" was in year one).	Feedback from schools has demonstrated that providing transportation in the early years of operation is sometimes not fiscally possible / wise. PCSC still wants to see that the school has a plan in place, with the hopes that schools will do it within two years.
Tab 9	Learning Management System	18	Deleted 3 measures (shown in strikethrough).	The 1st measure was duplicative with one in Tab 8; the other two measures were duplicative with measures in Tab 10.
Tab 10	Business Arrangments & Partnerships	21	Revised language regarding contracts and partnerships to include all types of partnerships in one measure.	Feedback and questions from petitioners made it clear that these two measures were duplicative and confusing, so they have been combined.

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<b>Section</b>	<b>Category</b>	<b>Pg</b>	<b>Change(s)</b>	<b>Reasoning</b>
Tab 10	Business Arrangments & Partnerships	21	Deleted 1 measure (shown in strikethrough).	The measure was duplicative with the one before it; they have been combined.
Tab 10	Business Arrangments & Partnerships	22	Deleted 1 measure (shown in strikethrough).	This measure was duplicative with one in Tab 8, where we prefer to have this item addressed.
Tab 10	Termination	23	Revised 2 measures by deleting references to specific termination "timelines".	There is no need for the school to create a termination timeline, since it is not required by statute / rule and the PCSC has a Closure Protocol in place.
APP	D: Board Resumes & Petitioning Group List	26	Added measure regarding the inclusion of the ethical standards document in the appendices.	Moved from Tab 5.
APP	G: Pre-Opening Budget	27	Moved expectation that spending priorities be aligned to mission & educational program from "Meets" to "Exceeds".	While it is preferred that spending priorities be clearly aligned with the school's mission and educational program, depending on the educational program, it can be very difficult to tell, and thus, should not be expected.
APP	H: 3-year Operating Budgets	28	Moved expectation that spending priorities be aligned to mission & educational program from "Meets" to "Exceeds".	While it is preferred that spending priorities be clearly aligned with the school's mission and educational program, depending on the educational program, it can be very difficult to tell, and thus, should not be expected.
APP	I: 1st year Cash Flow	28	Added the expectation that the 1st Year Cash Flow be completed on the PCSC Cash Flow Template.	To ensure consistency and correct complete of cash flows by petitioners.
APP	Other Appendices	30	Deleted 1 measure (shown in strikethrough).	Statute / rule does not require a school calendar; PCSC had moved this to be a Pre-Opening requirement for new schools.

February 13, 2014

# PUBLIC CHARTER SCHOOL COMMISSION - PETITION EVALUATION RUBRIC

ADOPTED ON \_\_\_\_\_

Name of school: \_\_\_\_\_ Previous name: \_\_\_\_\_

File Number: \_\_\_\_\_ Date petition originally submitted to PCSC office: \_\_\_\_\_ Date "considered received": \_\_\_\_\_

Date of this revision's submission: \_\_\_\_\_ Date of this review: \_\_\_\_\_

Date(s) of previous review(s) of this petition: \_\_\_\_\_

Means by which petition came to PCSC:

- Virtual School
- Referred by School District: \_\_\_\_\_  
(Reason: \_\_\_\_\_)
- Filed by petitioner after withdrawal from school district: \_\_\_\_\_
- Transfer of district-authorized charter school: \_\_\_\_\_
- SBOE redirected petition for consideration by PCSC

## Using the Public Charter School Petition Evaluation Rubric

This rubric provides the Public Charter School Commission with a means of evaluating the quality of the application and communicating its findings to petitioning groups. Quality indicators are provided for each petition component. All components listed in the rubric are required by the PCSC. A petition that sufficiently addresses an indicator will score either a "2" or a "3" for that indicator. Only petitions that score a "2" or above on ALL indicators for ALL components will be eligible for approval.

Current placement on the rubric is represented by yellow highlighting. Additional guidance may be found in the Comments column, as well as the General Comments below each section.

Please see PCSC Policy Section II.B for requirements related to the submission of petitions and petition and revisions.

**PRE ITEMS – PETITION COVER PAGE AND TABLE OF CONTENTS**

**TAB 1**

EXECUTIVE SUMMARY  
VISION AND MISSION STATEMENTS

**TAB 2**

PROPOSED OPERATIONS  
POTENTIAL EFFECTS  
TARGET MARKET  
FACILITIES SUMMARY  
ADMINISTRATIVE SERVICES

**TAB 3**

EDUCATIONAL PHILOSOPHY  
EDUCATIONAL PROGRAM  
GOALS  
EDUCATIONAL THOROUGHNESS STANDARDS  
SPECIAL EDUCATION SERVICES  
DUAL ENROLLMENT

**TAB 4**

MEASURABLE STUDENT EDUCATIONAL STANDARDS (MSES)  
METHODS OF MEASURING STUDENT PROGRESS  
ACCREDITATION  
ACCOUNTABILITY AND SCHOOL IMPROVEMENT

**TAB 5**

GOVERNANCE  
PARENTAL INVOLVEMENT  
AUDITS

**TAB 6**

EMPLOYEE QUALIFICATIONS  
HEALTH AND SAFETY  
STUDENT DISCIPLINE  
EMPLOYEES: BENEFITS, STATUS, CONTRACTS

**TAB 7**

ADMISSION PROCEDURES  
ALTERNATIVES (ONLY FOR SCHOOLS CONVERTING FROM TRADITIONAL)  
ENROLLMENT OPPORTUNITIES  
STUDENT HANDBOOK REFERENCE

**TAB 8**

BUSINESS PLAN: DESCRIPTION, MARKETING, MANAGEMENT, FINANCES  
TRANSPORTATION  
NUTRITION

**TAB 9 (VIRTUAL ONLY)**

**TAB 10**

BUSINESS ARRANGEMENTS AND PARTNERSHIPS  
TERMINATION / CLOSURE PLAN

**APPENDICES**

ARTICLES AND BYLAWS  
ELECTOR SIGNATURES  
CHARTER START WORKSHOP ATTENDANCE  
BOARD RESUMES AND PETITIONING GROUP LIST  
CONTRACTS, LEASES AND AGREEMENTS  
BUDGET ASSUMPTIONS AND SUPPORTING DOCUMENTS  
PRE-OPENING BUDGET  
THREE-YEAR OPERATING BUDGETS  
FIRST YEAR CASH FLOW  
FACILITIES DETAILS  
PRE-OPENING TIMELINE  
STAFF PROFESSIONAL DEVELOPMENT AND EVALUATION  
OUTREACH ACTIVITIES  
INTERESTED FAMILY LIST  
STUDENT HANDBOOK  
OTHER APPENDICES

**GENERAL QUALITY INDICATORS**

**GENERAL COMMENTS ON PETITION**

**Cover Page and Table of Contents**

The cover page must include the information listed in IDAPA 08.03.01.401.01. The Table of Contents shall begin on page 2 of the petition pursuant to IDAPA 08.03.01.401.02.

	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Cover Page	Cover page does not contain all required elements.		Cover page contains all required elements: 1) the name of the school 2) the year the school is petitioning to open in 3) the name of school districts affected by your attendance area 4) the location of the school (or the main office for virtual schools) 5) the name, address, phone number, and e-mail address of an authorized representative of the school	Cover page contains all required elements, is professionally formatted, and clearly reflects the submission date of the current version.	
Table of Contents	Table of contents is poorly organized, incomplete, or inaccurate.	Table of contents contains few, minor errors.	Table of contents is well-organized, with accurate page numbers and hyperlinks to each tab.		

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**General Comments regarding Cover Page and Table of Contents:**

<b>Tab 1</b>					
See IDAPA 08.03.01.401.03					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Executive Summary	Executive summary is not included.	Executive summary provides an incomplete or unappealing case for the school.	Executive summary succinctly introduces: school concept; community need and interest; motivation and collective qualification of petitioning group; and how success of the school will be defined.		

Vision and Mission Statements	Vision statement is not provided.	Vision statement does not express a clear, focused, and compelling purpose for the school.	Vision statement expresses a clear, focused, compelling, and measurable purpose for the school.	Vision statement clearly translates into achievable goals, selected curriculum, operational methods, and school culture.	
	Mission statement is not provided.	Mission statement does not focus on educational outcomes or is unlikely to result in increased student achievement.	Mission statement focuses on high-quality educational outcomes as is likely to result in increased student achievement.	Research is cited to support the outcomes and expectations identified in the mission statement.	

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**General Comments regarding Tab 1:**

Tab 2					
See IDAPA 08.03.01.401.04					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Proposed Operations	Proposed operations are not addressed or are noncompliant.	Proposed operations are addressed in insufficient details.	Proposed operations are summarized, including: legal status, location, enrollment, student demographics, organizational structure, and educational method.	Proposed operations section identifies where in the petition items are addressed in additional detail.	
Potential Effects	Potential effects are not addressed.	Potential effects are addressed in insufficient detail.	Potential effects address the impact of the proposed school on local and neighboring school districts, as well as the community. Demographic and fiscal impact information is included with source material referenced.	Comments from affected districts are included by reference to the appendix.	
Target Market	Primary attendance area is not addressed.	Primary attendance area is insufficiently clear or appears inappropriate for the school’s targeted mission, enrollment, or demographic.	Primary attendance area is clearly described and appears appropriate.	Map of attendance area is included as an appendix and boundaries are clearly explained. Documentation demonstrates that the attendance area is appropriate.	
	Level of market interest in the school is not addressed.	Level of market interest in the school is insufficient or insufficiently demonstrated.	Petition sufficiently demonstrates and documents interest in and demand for the school.	Aggregate demographic data regarding families interested in enrollment is included by reference to the appendix.	

Facilities Summary	Petition does not include a facilities summary or references to appropriate appendices with facilities options details.	Petition includes a facilities summary and appropriate references to appendices, but summary is vague or incomplete.	Petition includes a facilities summary and appropriate references to appendices with details. Facilities summary includes basic information about the three facility options and a reference to the facility details included in the appendices (using the PCSC Facility Options Template).	Petition includes a facilities summary and appropriate references to appendices. Facilities summary includes clear, concise information about the facility options including location and total projected cost, and a plan for how alternative spaces will be identified if any of proposed options become unfeasible.	
Admin Services	Administrative services are not clearly defined.	Administrative services plans are weak or unrealistic.	Administrative services are clearly addressed and appropriate for school size.	Organization chart is provided to illustrate administrative structure.	
Civil Liability	Potential civil liability effects are not addressed.	Potential civil liability effects require additional clarification or explanation.	Potential civil liability effects on the school, authorizer, and local district(s) are clearly addressed and in compliance with statute.		
Insurance	A list of the types of insurance to be obtained is not provided.	The petition lists the types of insurance that will be provided, but omits one or more required policies.	The petition lists all the types of insurance that must be provided.	The petition commits to obtaining Errors and Omissions insurance, which is recommended but not required.	

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**General Comments regarding Tab 2:**

Tab 3					
See IDAPA 08.03.01.401.05					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Educational Philosophy	Description of “educated person” is not included.	Description of “educated person” does not clearly relate to school’s vision, mission, and/or instructional model.	Description of “educated person” clearly relates to school’s vision, mission, and instructional model.	Description of “educated person” is supported by research.	
	Explanation of “how learning best occurs” is not included.	Explanation of “how learning best occurs” does not clearly relate to the school’s vision, mission, and/or instructional model.	Explanation of “how learning best occurs” clearly relates to the school’s vision, mission, and instructional model.	Explanation of “how learning best occurs” is supported by research.	

Educational Program	It is unclear how the educational program relates to the vision and mission.	The description of the educational program attempts to address its relationship to the vision and mission, but additional development is required.	The description of the educational program directly relates to and supports the vision and mission.		
	Educational program fails to offer a choice currently unavailable or insufficiently accessible in the community.		Educational program offers a choice currently unavailable or insufficiently accessible in the community.		
	Description of educational program does not include an explanation of the instructional practices and/or curriculum.	Description of educational program does not provide a clear picture of the school's plan.	Description of educational program includes instructional practices and curriculum, and illustrates for non-educators how the school will address academics.	Description of educational program is detailed and includes explanations and examples of the instructional practices and types of curriculum to be used.	
	Educational program does not appear to be developed around research-based elements.	Educational program is indicated to be developed around research-based elements, but specifics are not provided.	Educational program is developed around research-based elements and references are provided.	Research-based educational program / elements of program have a record of success in other schools, which will directly assist implementation at the proposed new school.	
	The petition does not address Common Core and/or the Idaho State Standards.	The petition reflects incomplete understanding of Common Core and/or the Idaho State Standards. The petition fails to address how the school will ensure its educational program will align with Common Core and the Idaho State Standards or, if the school is choosing not to align to some or all of the standards, fails to provide clear, detailed plans regarding how the school will adequately prepare students for standardized testing.	The petition reflects a strong understanding of Common Core and the Idaho State Standards. The petition addresses the means by which the educational program will align with Common Core and the Idaho State Standards or, if the school is choosing not to align to some or all of the standards, provides clear, detailed plans regarding how the school will adequately prepare students for standardized testing.	The petition includes a specific plan and timeline for ensuring alignment of the educational program with Common Core and the Idaho State Standards.	
	Curriculum framework is not provided.	Curriculum framework is addressed but incomplete or poorly aligned with mission and goals.	Curriculum framework is clear and aligned with mission and goals.		

Educational Program (continued)	Graduation requirements are not adequately addressed.		If proposed school will offer high school grades, petition states that the school's graduation requirements will align with those of the state.		
	Goals of the educational program are not included.	Goals are poorly stated, too vague or not demonstrative of logical outcomes for the educational program.	Goals convey the overarching outcomes of the educational program and reflect high standards for the target population. Goals can be logically connected to the school's mission and the MSES stated in Tab 4.	Goals are clearly tied to reliable research and data.	
Goals	<del>Goals do not clearly align with the vision and mission.</del>		<del>Goals clearly align with the vision and mission.</del>		
	<del>Petition does not include stated strategies for reaching identified goals.</del>	<del>Petition includes stated strategies; however, the selected strategies are not well-connected to the educational program or are not backed by evidence of their effectiveness.</del>	<del>Stated strategies for reaching identified goals are clearly connected to the educational program and include research-based components.</del>	<del>Stated strategies for reaching identified goals include research-based components and are demonstrably effective for the target demographic.</del>	
Educational Thoroughness Standards	Methods for addressing educational thoroughness standards are not included.	Educational thoroughness standards are addressed, but the means by which they will be fulfilled is unclear or insufficient.	Explanation of the means by which all educational thoroughness standards will be fulfilled includes specific strategies.		
	Methods for addressing educational thoroughness standards do not reflect mission and goals.	Methods for addressing educational thoroughness standards inadequately reflect mission and goals.	Methods for addressing educational thoroughness standards clearly reflect mission and goals.		
Special Education Services	<del>Petition does not state that the school will adopt the SDE's Special Education Manual.</del>		<del>Petition states that the school will adopt the SDE's Special Education Manual.</del>		
	A special education plan is not included, is incomplete, or has not been deemed compliant by the SDE during the Sufficiency Review process.	<del>Plan for identifying and serving special needs students is incomplete.</del>	The petition includes a complete plan for identifying and serving special needs students that has been deemed compliant by the SDE in the Sufficiency Review process.	<del>Strategies and interventions reflect how special education services will be enhanced by the school's mission.</del>	

Special Education Services (continued)	Staffing allocations for special education are not addressed.	Staffing allocations for special education appear insufficient.	Staffing allocations for special education appear adequate. Plans consider contracting for particular services if necessary.		
	<del>Procedures for discipline of special education students are unaddressed or non-compliant.</del>		<del>Procedures for discipline of special education students are compliant and reflect strong understanding of requirements.</del>		
	<del>Transportation plans for special needs students are not included, or are non-compliant.</del>	<del>Transportation plans for special needs students are vague or inadequate.</del>	<del>Appropriate plans to provide transportation services to special needs students are included regardless of services available to other students.</del>		
Dual Enrollment	Plan for working with parents of dually enrolled students is not included, or plan is non-compliant.	Plan for working with parents is incomplete or reflects inadequate understanding of statute and district policies.	Plan addresses how school will inform parents of dual enrollment opportunities and will communicate with all relevant parties. Understanding of statute and district policies is evident.	Petition addresses whether or not non-charter students will be permitted to dually enroll at the public charter school.	

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**General Comments regarding Tab 3:**

Tab 4					
See IDAPA 08.03.01.401.06					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Measurable Student Educational Standards	<del>The petition does not contain MSES that are specific, outcome-based, academically-focused, measurable, and time-specific.</del>	<del>Some or all of the MSES require revision to meet PCSC standards for academic targets.</del>	<del>The MSES meet or exceed PCSC standards for academic targets and address all major academic areas.</del>		
	The MSES do not appear to reflect the school’s mission, vision or previously stated educational program goals.		The MSES reflect the school’s mission, vision, and previously stated educational program goals.		

Measurable Student Educational Standards (continued)	MSES are not included or none of the MSES are appropriate or rely on measurement tools that are not consistent and objective.	Some of the MSES are not outcome based and/or do not use an appropriate, logical research methodology. Some of the MSES rely on measurement tools that are not consistent or objective or it appears the petitioners do not fully understand the measurement tools.	The MSES are outcome-based; utilize an appropriate, logical research methodology; and rely on measurement tools that are consistent and objective. Any measurement tools specific to the school's educational model are research-based and/or demonstrably reliable.		
	MSES do not refer to the Five-Star Rating System or indicate significant lack of understanding regarding how ratings are determined.	Those MSES that refer to the Five-Star Rating System are insufficient to aid the school in achieving an overall rating of 3 or better.	Those MSES that refer to the Five-Star Rating System are appropriate to aid the school in achieving an overall rating of 3 or better.	Use of the Five-Star Rating System in developing MSES reflects strong understanding of how ratings are determined.	
	The MSES do not appear appropriate for the target demographic.	The MSES, though intended to be appropriate for the target demographic, fail to meet minimum PCSC standards.	The MSES appear appropriate for the target demographic and meet or exceed minimum PCSC standards.	The MSES reflect a commitment to exceptional growth for all students.	
Methods of Measuring Student Progress	The methods by which student progress in meeting the MSES will be measured are not addressed.	The methods by which student progress in meeting the MSES will be measured reflect limited understanding of the measurement tools.	The methods by which student progress in meeting the MSES will be measured are addressed in a manner that reflects clear understanding of the measurement tools.	The petition clearly describes how MSES will be measured. Other diverse, research-based methods by which student progress will be measured are addressed. The petition explains how the resultant data (from MSES and other assessments) will be applied to improve student outcomes.	
	Plan for annual reporting of results related to MSES is not included.	Plan for annual reporting of results is vague or insufficient.	Plan for annual reporting of results related to MSES is clear and ensures transparency to stakeholders, authorizer, and the public.		
	The manner in which students will be tested with the same standardized tests as other Idaho public school students is not addressed.	The manner in which students will be tested with the same standardized tests as other Idaho public school students requires revision.	The petition addresses the manner in which students will be tested with the same standardized tests as other ID public school students and outlines how the school will ensure strong participation.		

Accreditation	Accreditation is not addressed, or the petition does not commit to obtaining such for grades 9-12.	The petition commits to obtaining accreditation for grades 9-12. However, the petitioners appear to lack understanding of the accreditation process.	The petition commits to obtaining accreditation for grades 9-12 and demonstrates a clear understanding of the process.	The petition commits to obtaining accreditation for all grades.	
Accountability and School Improvement	The petition does not demonstrate an understanding of state's accountability system.	The petition demonstrates limited understanding of the state's accountability system.	The petition demonstrates solid understanding of the state's accountability system.	The petition evidences an understanding of how data from the state's accountability system should be interpreted and applied at the school, classroom, and student levels.	
	A plan for how the school will respond if it is ever identified as being "in need of improvement" by the state is not provided.	The plan for how the school will respond if it is identified as "in need of improvement" by the state is incomplete or has not been customized to the proposed school.	The plan for how the school will respond if it is ever identified as "in need of improvement" by the state is complete and customized to the proposed school.	The plan includes specific steps that will be taken to avoid the circumstance of being "in need of improvement."	

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**General Comments regarding Tab 4:**

Tab 5					
See IDAPA 08.03.01.401.07					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Governance	Governance structure is unaddressed or non-compliant.	Description of governance structure is incomplete or inadequate.	Governance structure is well explained and indicates that the board of directors shall be legally accountable for the school's operations. Petition is consistent with Articles of Incorporation and Bylaws.		
	Roles and responsibilities of members of the board of directors and administrators are not delineated.	Description of delineation between roles and responsibilities of members of the board of directors and administrators requires development or clarification.	Roles and responsibilities of members of the board of directors and administrators are clearly delineated.	Organizational chart and key job descriptions are provided.  Petition defines role of school founders separately from role of members of the board of directors.	

Governance (continued)	The petition does not have a reference to an appendix that includes ethical standards for the members of the board.	<del>Ethical standards to which the petition refers are vague or inadequate.</del>	Petition has a reference to an appendix that includes ethical standards agreement to be signed by all the members of the board of directors.		
	Transition from founding to governing board is not addressed.	Plan for transition from founding to governing board appears inadequate.	Plan for smooth transition from founding to governing board is clear and likely to be effective. Issues related to avoidance of “founders’ syndrome” and ensuring commitment to the mission and vision are addressed.		
	Plan for ongoing recruitment of board members is not provided.	Plan for board member recruitment appears unlikely to be effective in securing members with critical skill sets.	Plan for board member recruitment identifies specific qualifications for board members and includes strategies for grooming prospective board members.		
	Board training and evaluation plan is not provided.	Board training and evaluation plan is inadequate or lacks detail.	Board training and evaluation plan is detailed and specific, addressing the needs of both the initial and future board members. Self-evaluations will be completed at least annually.	Board training and evaluation plan addresses continuous improvement that includes certification through board training modules for all new members of the board of directors. Plan identifies strategies for improvement based on annual evaluations.	
	Commitments to comply with Open Meeting Law and Public Records Law are not included.	The commitments to comply with Open Meeting Law and Public Records law require revision for clarity or accuracy.	Clear commitments to comply with Open Meeting Law and Public Records Law are included.		
Parental Involvement	No discussion of parental involvement is included.	Described opportunities for parental involvement appear similar to those at most public schools.	Described opportunities for parental involvement exceed those available in most public schools. Petition contains a plan for making parents aware of governance, volunteer, and other opportunities.		

Audits	Commitment to obtain annual, independent fiscal audit is not included.		Commitment to obtain annual, independent fiscal audit is included.		
	Plan for reporting of financial information to authorizer and community is not provided.	Petition provides limited information regarding fiscal transparency and related requirements.	Petition demonstrates a clear understanding of fiscal transparency requirements, including maintenance of an expenditure website.		

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**General Comments regarding Tab 5:**

Tab 6					
IDAPA 08.03.01.401.08					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Employee Qualifications	Teacher and administrator certification is not addressed.	Petition’s statement regarding teacher and administrator certification requires editing for clarity or accuracy.	Petition states that teachers and administrators will be certified in accordance with statute.		
	Petition does not state that all teachers will be Highly Qualified.	Petition’s statement regarding HQT requires editing for clarity or accuracy.	Petition states that all teachers will be Highly Qualified.		
	Criminal background checks are not addressed.	Statement regarding criminal background checks is incomplete.	Petition states that all school employees and volunteers in direct contact with students will undergo criminal background checks.	Petition states that all school employees, members of the board of directors, and volunteers will undergo criminal background checks.	
	There is no plan for professional development and evaluation of staff is included in the appendices.	There is a plan for professional development and evaluation of staff included in the appendices, but no reference to the plan is included in Tab 6.	There is a plan for professional development and evaluation of staff included in the appendices, and a reference to the plan is included in Tab 6.		
Health and Safety	Health and safety procedures are not addressed.	General health and safety procedures are outlined; however, additional specificity is required.	School climate is designed to ensure health and safety of students and staff. Specific procedures are detailed and address: drugs/alcohol, suicide prevention, bullying, and disaster preparedness.	School climate is clearly defined and follows best practices or research-based methods for creating safe schools. Specific procedures and staff training plans are detailed.	

	Procedure for contacting parents and law enforcement regarding suspected use of controlled substances is not included.	Procedure for contacting parents and law enforcement regarding suspected use of controlled substances requires editing.	Procedure for contacting parents and law enforcement regarding suspected use of controlled substances is realistic and implementable.		
Student Discipline	Little or no information and student discipline is provided.	Student discipline section fails to clearly describe classroom management philosophy and methods, as well as disciplinary protocol.	Classroom management philosophy and methods, as well as disciplinary protocol, are clearly explained.	Classroom management and discipline procedures align with the school's mission and vision, and are designed to encourage the development of a positive school culture.	
	Disciplinary procedures, including suspension, expulsion, and re-enrollment are unaddressed or non-compliant.		Disciplinary procedures, including suspension, expulsion, and re-enrollment are clear and compliant.		
Employee Benefits	Employee benefits are not addressed or are non-compliant.	Statement regarding employee benefits is incomplete.	Petition states that all staff members will be covered by PERSI, federal social security, unemployment insurance, workers compensation, and health insurance.		
Employee Status	Transfer rights are not addressed or are non-compliant.	Statement regarding transfer rights is incomplete.	Petition clearly addresses the transfer rights of charter school employees.		
	Collective bargaining is not addressed or non-compliant.		Petition states that staff will be a separate unit for purposes of collective bargaining.		
Employee Contracts	Teacher and administrator contracts are not addressed.	Petition's statement regarding teacher and administrator contracts requires editing for clarity or accuracy.	Petition states that teacher and administrators will be on signed contracts in a form approved by the state superintendent of public instruction.		

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**General Comments regarding Tab 6:**

See IDAPA 08.03.01.401.09

	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Admissions Procedures	Enrollment capacity section is absent or addresses only total capacity.	Enrollment capacity section is unclear.	Enrollment capacity section includes total school capacity as well as grade-level capacity.		
	Growth plan is not provided.	Growth plan is unclear or fails to detail plan from year one through final expansion.	Growth plan is clear and complete from year one through final expansion.	Growth plan includes a backup strategy for dealing with lower than expected enrollment.	
	Admissions procedures are incomplete or non-compliant.		Admissions procedures, including timelines, are clearly explained and compliant.		
	<del>Over enrollment and equitable selection processes are incomplete or non-compliant.</del>		<del>Over enrollment and equitable selection processes are complete and compliant.</del>		
	Equitable selection processes are incomplete, unclear, or non-compliant and/or include preference groups not allowed by state law, or preferences are listed in the wrong order.		Equitable selection processes, including plan to address over-enrollment, development of the final selection list, and plan to renew the selection list in subsequent years are complete and compliant. Selection processes permit only preference allowed by statute, and the preferences are ordered correctly.	Policies regarding preference groups are included with the petition. (For example, “founder” and “sibling” are defined.)	
	<del>Process for development of final selection list is incomplete or non-compliant.</del>		<del>Process for developing final selection list is clear and compliant.</del>		
	<del>Process for renewing final selection list is incomplete or non-compliant.</del>		<del>Process for renewing final selection list is clear and compliant.</del>		

Alternatives	<i>If petition is for a traditional public school applying to convert to a charter school:</i>  Public school alternatives are not addressed.	<i>If petition is for a traditional public school applying to convert to a charter school:</i>  Public school alternatives are provided, but list is incomplete.	<i>If petition is for a traditional public school applying to convert to a charter school:</i>  Public school alternatives are provided and include other charter schools (if applicable) and virtual charter schools.		
	Process for making citizens aware of enrollment opportunities is unaddressed or non-compliant.	Process for making citizens aware of enrollment opportunities is vague.	Process for making citizens aware of enrollment opportunities is compliant, clearly defined, and includes specific timelines.	Plans include a variety of strategies to inform the public of enrollment opportunities; methods are appropriate for the target demographic and local community.	
Enrollment Opportunities	Plan for denial of school attendance is unaddressed or non-compliant.	Plan for denial of school attendance is incomplete.	Plan for denial of school attendance is clear and compliant.		
	There is no draft student handbook included in the petition's appendices.	A draft student handbook is included in the appendices, but the reference to the appendix or the plan for distribution of the handbook is lacking or absent.	A draft student handbook is included in the appendices. Tab 7 includes a brief plan for finalizing and the handbook and ensuring stakeholder access to, and review of, the document. The section includes a reference to the location of the Draft Handbook in the appendices.		

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**General Comments:**

Tab 8					
See IDAPA 08.03.01.401.10					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Business Plan: Description	Business description is not provided.	Business description is vague or incomplete.	Clear and well-considered business description addresses both the non-profit corporation and public entity aspects of the school.		
	There is no Pre-Opening Timeline in the appendices or there is no reference to the appendix in Tab 8.		There is a Pre-Opening Timeline in the appendices and a reference to the appropriate appendix in Tab 8.		

Business Plan: Marketing	Marketing plan is not provided.	Marketing plan is vague or incomplete.	Comprehensive marketing plan includes goals, tasks, timelines, expenses, and responsible individuals.	Marketing plan extends beyond the pre-opening year and includes opportunities for partnerships to engage the community with the school.	
	Strategy for reaching at-risk and underserved families is not provided.	Strategies for reaching at-risk and underserved families are vague.	Strategies for reaching at-risk and underserved families, as well as families that might not be aware of the school, are well developed.	Petitioners have already made efforts to reach at-risk and underserved families. Evidence of interest in the school reflects that these efforts have been successful.	
Business Plan: Management	Management plan is not provided.	Management plan is vague or incomplete.	Comprehensive management plan identifies roles and responsibilities of the board of directors, administration, business management, contractors (including EMO / CMO, if applicable), and support staff. If a management company is to be used, costs and services are clearly described, and a copy of the proposed contract is included in the appendix.	School has provided an organizational chart that demonstrates the connections and reporting structure(s) between the board of directors, administration, contracts, and school staff.	
	The management plan does not include a reference to the appendix which contains board member resumes or the petitioning group list.		The management plan includes a reference to the appendix which contains board member resumes and the petitioning group list.		
Business Plan: Finances	Financial oversight plan is unaddressed or non-compliant.	Financial oversight plan is incomplete or likely to be ineffective.	Financial oversight policies and plans are described and demonstrate understanding of proper fiscal oversight.	Financial oversight plan includes details about the school's intended policies for: budgeting, processing and monitoring of revenue and expenses, and managing cash flow. Plans demonstrate a strong understanding of proper fiscal oversight. Thorough, appropriate financial policies have been adopted by the board of directors.	

Business Plan: Finances (continued)	No fundraising or grant writing plan is provided.	Fundraising or grant writing plan is incomplete, or the budget relies on fundraising/grants to remain viable.	Realistic fundraising and grant writing plan identifies specific strategies, grantors, and goals. However, the budget does not rely on fundraising or grants to remain viable.	Successful fundraising strategy has been enacted. Documentation of guaranteed donations and/or grants is provided.	
	<del>Financial plan does not include a reference to appendices where budget and cash flow documents can be found.</del>		<del>Financial plan includes a reference to appendices where budget and cash flow documents can be found.</del>		
Transportation	No plan for the provision of student transportation is in place.	Plan is to add student transportation in future years, but the service will not be offered immediately.	Clear, documented plan is in place to offer student transportation.	Clear, documented plan is in place to offer student transportation beginning in year two or sooner	
	Transportation plan does not consider how the plan (or lack thereof) will impact the ability of all interested families to enroll.	Transportation plan partially addresses how the plan will impact the ability of all interested families to enroll.	Transportation plan includes narrative regarding how the plan will impact the ability of all interested families to enroll, influencing student demographics and school finances.		
Nutrition	Student nutrition is not addressed.	Student nutrition service plans vague or undocumented.	Description of whether and how student nutrition will be provided is clear and documented.	Student nutrition will be provided beginning in year one.	
	Free and reduced lunch (FRL) eligibility is unaddressed or non-compliant.	Plan for identifying students who are eligible for FRL is unclear or inadequate.	Appropriate plan is in place for identifying students who are eligible for FRL.		

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**General Comments regarding Tab 8:**

**Virtual Schools and Blended Programs Only. See IDAPA 08.03.01.401.11**

	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Learning Management System	Learning management system has not been identified.	Description of learning management system is vague or appears inadequate to fulfill the mission and meet identified goals.	Description of learning management system addresses technology platform, curriculum, and rationale. System appears adequate to fulfill mission and meet identified goals.		
	Roles of curriculum provider/charter management organization/education management organization and the school's board of directors and employees are not addressed.	Roles are not clearly defined, or are inappropriate.	Roles of curriculum provider/CMO/EMO, board of directors, administration, business managers, and teachers are clearly defined. Organizational chart indicates employment and supervision relationships.		
	Contract is incomplete or absent.	Contract is unclear, or costs appear unreasonable by comparison to services provided.	Contract clearly delineates costs and services. Costs appear reasonable by comparison to services provided.		
	Board of directors of the school appears to have inadequate oversight and control over school finances, educational program, and/or employees.	Board of directors of the school apparently retains oversight and control, but no plan is in place for evaluating and redirecting the curriculum provider/CMO/EMO.	Board of directors of the school clearly retains oversight and control over school finances, educational program, and employees. Plan is in place to regularly evaluate and redirect curriculum provider / CMO / EMO as needed.	Local, independent board of directors of the school clearly evaluated multiple curriculum providers and selected a vendor appropriate to the stated mission in order to meet a community need.	
	Learning management system does not appear to offer opportunities significantly different from those already available.		Learning management system offers new opportunities to families.		

Educational Program – virtual	Rationale for use of a virtual program is not addressed, or the virtual method appears to be a poor choice for fulfilling the mission and meeting stated goals.	Rationale requires further development*.	Petition provides strong rationale for use of a virtual program, rather than a brick-and-mortar program, to fulfill the mission and meet stated goals.	Virtual program will provide unique opportunities and meet goals that could not be achieved in a brick-and-mortar setting.	
	Plan to ensure all students have access to the virtual educational program is not addressed.	Plan to ensure all students have access to the virtual educational program is incomplete or vague.	Plan to ensure all students have access to the virtual educational program is complete and demonstrates thoughtfulness and planning of petitioners to market to and address educational needs of all students.		
	Role of online teacher is not addressed.	Role of online teacher is not sufficiently detailed or appears inadequate.	Role of online teacher, including consistent availability of teacher to individualize and provide guidance around course material is clearly described.	Role of teacher is sufficiently broad to minimize reliance on parent or learning coach for guidance around course material.	
	Assessment of student work is not addressed.	Means by which student work will be assessed is not sufficiently detailed or teacher involvement appears inadequate.	Means by which student work will be assessed is clearly described, including level of teacher involvement in evaluating and responding to student performance.		
	Student-teacher interaction is not addressed.	Student-teacher interaction appears inadequate to ensure student success.	Means by which student will interact with teachers includes timely and frequent feedback about student progress.	Petition describes unusually strong level of teacher support that extends beyond academic instruction.	
	Student-to-student interaction is not addressed.	Student-to-student interaction appears inadequate to foster school community.	Opportunities for student-to-student interaction are practical, diverse, and likely to cultivate school community.	Petition describes unusually strong strategies for fostering student community and positive culture.	
Technology	Plan for provision of hardware, software, and connectivity is absent or does not ensure equal access.	Plan for provision of hardware, software, and connectivity is vague or may not be sufficient or affordable.	Reasonable plan is in place for ensuring equal access to all students, including provision of necessary hardware, software, and internet connectivity required for participation in online coursework.		

Technology (continued)	Plan for provision of technical support is not provided.	Plan for provision of technical support is vague or may not be sufficient or affordable.	Plan for provision of technical support relevant to the delivery of online courses is cost-effective, timely, and supported by adequate staff.		
	Plan for training students and parents in use of hardware and software is not provided.	Plan for training students and parents in use of hardware and software appears insufficient.	Plan is in place for training students and parents in use of hardware and software.		
Professional Development	Professional development specific to the virtual environment is not addressed.	Strategies for professional development require additional development to ensure successful implementation of the virtual program.	Strategies for professional development specific to education in the virtual environment address both initial and ongoing training.		
	Teacher evaluations specific to the virtual environment are not addressed.	Teacher evaluation plan is vague or inadequate.	Teacher evaluation plan includes observation and intervention strategies specific to virtual education.		
Data Collection	Means of verifying student attendance is unaddressed or non-compliant.	Means of verifying student attendance is vague or insufficient.	Means of verifying student attendance is clearly described. Attendance will focus primarily on coursework and activities correlated to the thoroughness standards.		
	Means of awarding course completion is unaddressed.	Means of awarding course completion is vague or insufficient.	Means of awarding course completion is clearly described.		
	Administration of standardized testing is not addressed.	Plan for administration of standardized tests is impractical for the school and/or families. Inadequate participation appears likely.	Strategies for administering standardized testing to all students are practical and affordable.	Strategies include methods for motivating participation and assisting families with limited resources.	

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**General Comments regarding Tab 9:**

Tab 10

See IDAPA 08.03.01.401.12

	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	
Business Arrangements and Partnerships	No information is provided regarding contracted / purchased services or other partnerships.	Information is provided regarding business partnerships, contracted / purchased services, and/or community partnerships, but is incomplete or vague.	Specific business partnerships, contracted / purchased services, and community partnerships are described. Supporting documents (draft contracts / letters of intent or support / MOUs) are included in the appendices and referenced in Tab 10.	Partnerships that are integral to the educational program have been developed and their nature is clearly described.	
	<del>Community partnerships are not addressed.</del>	<del>Descriptions of community partnerships are vague or uncertain.</del>	<del>Specific community partnerships are described and supported by agreements or letters of support, which are included with other contracts in the appendices.</del>	<del>Community partnerships are integral to the mission and educational program. Such partnerships have been developed and their nature is clearly described.</del>	
	<i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i>  Rationale for use of the EMO / CMO is not addressed or appears to be a poor choice for fulfilling the school's mission, goals, or needs.	<i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i>  Rationale requires further development.	<i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i>  Petition provides strong rationale for use of the EMO / CMO, rather than performing the work in-house.	<i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i>  Use of the EMO / CMO will provide unique opportunities and meet goals that could not be achieved in-house.	

Business Arrangements and Partnerships (continued)	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Roles of management organization and school board and employees are not addressed.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Roles are not clearly defined, or are inappropriate.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Roles of management organization, school board, administration, business managers, and teachers are clearly defined. Organizational chart indicates employment and supervision relationships.</p>			
	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>School board appears to have inadequate oversight and control over school finances, educational program, and/or employees.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>School board apparently retains oversight and control, but no plan is in place for evaluating the management company.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>School board clearly retains oversight and control over school finances, educational program, and employees. Plan is in place to regularly evaluate and redirect EMO / CMO as needed.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Local, independent school board clearly evaluated multiple management companies and selected a vendor appropriate to meet specific needs.</p>		
	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Tab 10 does not include a reference to an appendix containing the CMO / EMO agreement or contract.</p>		<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Tab 10 includes a reference to an appendix containing the CMO / EMO agreement or contract.</p>			

Termination	Termination plan fails to specify individuals responsible for tasks associated with dissolution.	Termination plan relies on employees for the completion of tasks associated with dissolution.	Termination plan specifies non-employee individuals responsible for tasks associated with dissolution.		
	Disposal of assets is unaddressed or non-compliant.	Disposal of assets is generally addressed, but additional detail is required.	Plan for disposal of assets, including responsible individual is clear and compliant. Distinction is made between assets purchased with federal and non-federal funds.		
	Payment of creditors is unaddressed or non-compliant.	Payment of creditors is generally addressed, but priorities are not specified.	Payment of creditors is addressed and includes a list of priorities for payment (if permitted by courts).		
	No plan is in place for completion of final, independent fiscal audit.		Plan is in place for funding and completion of final, independent fiscal audit.		
	Long term record storage is not addressed.	Long term storage plans are vague or inappropriate.	Plans for secure, long-term storage of records, including student and personnel records, are clear. Process for accessing records will be available to the public.		
	Student records transfer plan is not provided or is non-compliant.	Student records transfer plan is vague or inadequate.	Process for transferring student records is clear, includes identification of responsible individuals, and will be available to the public.		
	Personnel records transfer plan is not provided or is non-compliant.	Personnel records transfer plan is vague or inadequate.	Process for transferring personnel records is clear, includes identification of responsible individuals, and will be available to the public.		
Additional Info	Additional information is repetitive or unnecessary.		Additional information is new (not repetitive of previous content) and is helpful and appropriate.		

	Additional information is given in the appendices, but there are no references in Tab 10.		There are appropriate references in Tab 10 to additional information provided in the appendices.		
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**General Comments regarding Tab 10:**

Appendices					
The appendices section must include the information listed in IDAPA 08.03.01.401.13. Additional appendices may be included as referenced in other sections of the petition. Appendices should be organized in a logical manner.					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds - 3	Comments
A: Articles Incorporation & Bylaws	Articles of Incorporation are not included, or are included but unsigned.	Signed Articles of Incorporation are included but require revision.	Signed Articles of Incorporation, including any amendments thereto, are included as an appendix to the petition.	It is clear that the petitioners understand the nature and purpose of the Articles.	
	Bylaws are not included, or are included but unsigned.	Signed Bylaws are included, but require revision.	Signed Bylaws are included as an appendix to the petition.	It is clear that the petitioners understand the nature and purpose of the Bylaws.	
	Bylaws do not address the process by which members of the school’s board of directors will be selected.	Bylaws partially address the process by which members of the school’s board of directors will be selected. Process for board selection may be addressed, but bylaws lack full clarity and detail.	Bylaws outline a clear process for selection of members of the school’s board of directors, including: number and designation of seats, board member terms, elections vs. appointments, nomination and voting procedures, eligible voters, applicable definitions, etc.		
B: Elector Signatures	Elector petition and/or documented proof of elector qualifications are not included, or the number of electors is insufficient.		Elector petition and documentation for proof of elector qualifications are included.		

C: Charter Workshop	No members of the petitioning group attended the SDE's Charter Start! Workshop.	Documentation confirms the petitioning group's attendance at the SDE's Charter Start! Workshop. However, only 1 member attended or the attendee(s) is/are no longer actively involved in the petitioning process.	Documentation confirms that at least 2, active members of the petitioning group attended the SDE's Charter Start! Workshop.	Documentation confirms that all active members of the petitioning group attended the SDE's Charter Start! Workshop.	
D: Board Resumes & Petitioning Group List	Resumes for all members of the school's board of directors are not included.	Resumes provided may be incomplete, unprofessional, or lacking references.	Professional resumes for all members of the school's board of directors are included and provide several references, with contact information, for each board member.	Resumes are accompanied by a brief narrative explaining the individual and collective qualifications of the members of the board of directors, focusing on their capacity to assume responsibility for public funds and the education of Idaho students.	
	Board membership reflects a lack of diverse experience and skills.	Board membership reflects some diversity of experience and skills.	Board membership reflects diverse experience and skills (such as education, law, real estate, management, financial planning, and community outreach). It is evident all members of the board of directors are active in the petitioning process.	Board membership includes experience with charter school leadership.	
	A list of the petitioning group, including names and primary roles of persons involved with petition development is not provided.	The list of names and roles of those involved in the development of the petition is incomplete or vague.	The petition includes a list of the names and primary roles of all persons significantly involved with development of the petition, including: founders, members of the board of directors, contractors, employees, and community volunteers. List identifies individuals expected to remain involved with the school during pre-opening and operations.		

	Ethical standards for the members of the board of directors are not addressed.	Ethical standards to which the petition refers are vague or inadequate.	Appendices include an appropriately detailed ethical standards agreement to be signed by all the members of the board of directors.		
E: Contracts, Leases & Agreements	Contracts, leases, agreements or other documents demonstrating relationships described in Tab 10 (and other sections of the petition) are not included in the appendices.	Documents demonstrating relationships described in Tab 10 (and other sections of the petition) are included in the appendices but are vague or incomplete.	Contracts, leases, agreements, and other documents demonstrating relationships are included in the appendices. Documents are well-organized, clear, and adequate to demonstrate the relationships described in Tab 10 (and other sections of the petition).		
	<i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i>  Contract is incomplete or absent.	<i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i>  Contract is unclear, or costs appear unreasonable by comparison to services provided.	<i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i>  Contract clearly delineates costs and services. Costs appear reasonable by comparison to services provided.		
F: Budget Assumptions & Supporting Documents	Budget assumptions have not been provided or PCSC	Budget assumptions are incomplete or unclear.	Budget assumptions are provided for the pre-opening year, as well as the first three years of operations. The assumptions are complete, consistent with the budgets, and appropriately documented. Budget assumptions are provided on the completed PCSC's Budget Assumptions template.	Budget assumptions include explanations of how the assumptions were developed. A description of what budgetary adjustments will be made if enrollment fails to meet projections is included.	

G: Pre-Opening / Start-up Budget	Pre-opening year budget is not provided.	Pre-opening year budget is incomplete, poorly documented, or appears insufficient to cover activities described in the petition.	Pre-opening year budget reflects reasonable expenditures that align with remainder of petition, including: marketing, facilities, staffing, insurance, contractors, memberships, certifications, audits, curriculum, technology, exceptional student services, etc. Revenues and expenditures are supported by documentation.		
	Spending priorities do not clearly align with the stated mission and educational program.	An attempt has been made to align spending priorities with the mission and educational program, but resources allocated appear inadequate to meet pre-opening needs.	Pre-opening budget is adequate to meet the schools pre-opening needs while also demonstrating thoughtful, conservative budgeting practices.	Spending priorities align with the mission and educational program and resources.	
H: 3-year Operating Budgets	Operating budgets for the first three years of operations are not provided, are incorrectly formatted, or are incomplete.	Operating budgets for the first three years of operations are incomplete, poorly documented, or appear insufficient.	Operating budgets for the first three years of operations are provided on the PCSC's template.  Budgets are provided for best-case, worst-case, and most-likely-case scenarios.  Revenues and expenditures appear reasonable and are supported by documentation.	Five-year budget projections are provided.	
	Projected growth appears unrealistic or inadequate to meet long range financial plans.	Growth projections are not clearly supported by realistic data and/or supported by expanded staff and facilities.	Projected growth is realistic, adequate to meet long range financial plans, and supported by expanded staff and facilities.		

	Spending priorities do not clearly align with the mission and educational program.	An attempt has been made to align spending priorities with the mission and educational program, but resources allocated appear inadequate to achieve stated goals.	Resources are adequate to achieve the school's stated goals while also demonstrating thoughtful, conservative budgeting practices.	Spending priorities align with the mission and educational program.	
I: 1 <sup>st</sup> Year Cash Flow	First-year cash flow projection is not provided.	First-year cash flow projection is incomplete, inadequate, or indicates insufficient understanding of public school funding.	Adequate first-year cash flow projection reflects thorough understanding of public school funding. Cash flow is presented on the PCSC Cash Flow Template.		
J – L: Facilities	Specific facility options have not been identified, or too few facility options are provided.	Descriptions of multiple, specific facility options are included; however, detail is insufficient or the facilities may not be adequate to ensure full implementation of the educational program.	Descriptions of three or more realistic facility options are provided with sufficient detail indicating that the facilities are appropriate and sufficient. Facility options are presented using the completed PCSC Facility Options template.	The primary facility option is unusually strong, such as a guaranteed donation of a building or land.  Reasonable, well-supported backup options are also included.	
	One or more of the proposed facilities are not located within the primary attendance area and/or the district by which the petition was referred to the PCSC.		All of the proposed facilities are located within the primary attendance area and the district by which the petition was referred to the PCSC.		
	Timelines for facility completion are absent or unreasonable.	Timelines for preparation of one or more of the facility options are aggressive and may not be attainable.	Reasonable and appropriate timelines for completion of all facility options are provided.	Contingency plans are provided for use in the event that facility preparation timelines cannot be met.	
	Petition does not demonstrate that the facilities is (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc.	Petition partially demonstrates that the facilities are (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc. However, additional information is needed to ensure compliance.	Petition demonstrates that the facilities are (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc.	Certificates to verify compliance and/or written quotes for bringing facilities into compliance are included by reference to the appendix.	

M: Pre-Opening Timeline	Pre-opening timeline is not provided using the PCSC's Pre-Opening Timeline Template.	Pre-opening template requires additional development to ensure timely completion of preparation to begin operations.	Complete, pre-opening timeline is provided using the PCSC's Pre-Opening Timeline Template and reflects strong understanding of the steps involved in preparing for operations.		
N: Staff Professional Development & Evaluation	Professional development plan is not included or is reflects a plan with minimal offerings that is poorly aligned with the mission or clearly inadequate to ensure successful implementation of the educational program.	Petition expresses an intention to base professional development on teacher needs, student progress, and school mission, but plan is vague. Plan needs additional development to ensure successful implementation.	Professional development strategy is thorough, specific, and sufficient to ensure successful implementation of the educational program and fulfillment of the mission. Adequate resources are committed to initial and ongoing professional development.	Professional development plan is sufficient (both in content and resources) to ensure successful implementation and integrates staff feedback and school and staff evaluation data in determining future training needs.	
	Plans for teacher and administrator evaluations are not included or are non-compliant.	Plans for teacher and administrator evaluations are vague or insufficient.	Petition includes clear process for evaluating teacher and administrator effectiveness and using results to improve student outcomes.	Plans for working with underperforming teachers/administrator(s) are included.	
O: Outreach Activities	Petitioners have not engaged in significant outreach activity.	Past and planned outreach activities may not be adequate to ensure community interest and involvement.	Outreach activities designed to reach a broad audience have resulted in documented enrollment interest and community involvement with school development. Planned outreach is specific and ongoing.		
P: Interested Family List	A list of interested families is not included in the appendices.	A list of interested families is included in the appendices but does not demonstrate an adequate level of market interest based on the school's stated enrollment targets.	A list of interested families is included in the appendices and demonstrates an adequate level of market interest based on the school's stated enrollment targets.	The list of interested families is well organized and detailed, and includes a number of potential students that <i>far</i> exceeds the school's stated enrollment targets.	
Q: Student Handbook	Draft student handbook is not provided.	Draft student handbook is incomplete or has not been tailored to the school.	Complete, draft student handbook is tailored to the school.		

Other Appendices	School calendar is not provided.	School calendar is insufficient or non-compliant.	School calendar and schedule demonstrate compliance with statutory requirements for student contact hours, and are sufficient to ensure a viable curriculum and strong professional development.	Calendar reflects understanding of how attendance will affect school finances, and considers other community factors such as holidays, school vacations, hunting season, daycare availability, etc.	
	Appendices are poorly organized or lacking critical information.		Appendices are logically organized and include all critical information without providing unnecessary or redundant materials.		

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**General Comments regarding Appendices:**

General Quality Indicators					
These indicators apply throughout the petition and the petitioning process.					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds - 3	Comments
Timeliness	Petition and related documents are frequently submitted after deadlines.	Petition and related documents are occasionally submitted after deadlines.	Petition and related documents are submitted in accordance with timelines in statute, rule, and PCSC policy. Exceptions to this are very rare and have <i>advance</i> approval from PCSC staff.	Petitions and related documents are submitted promptly, well in advance of required deadlines.	
Thoroughness	Petition revisions fail to address many concerns and recommendations cited by SDE and PCSC staff.  Petitioners attempt to rely on oral assurances in place of written revisions.	Petition revisions address most concerns and recommendations cited by SDE and PCSC staff.	Petition revisions consistently reflect petitioners’ best efforts to respond thoroughly to all concerns and recommendations previously cited by SDE and PCSC staff. Revisions are made in the petition document.		

	Some petition revisions are made without the use of legislative formatting.		All petition revisions are correctly marked using legislative formatting.  Only revisions made since the last PCSC staff review marked.  (Legislative formatting need not be used on budget spreadsheets or when entire appendices are simply re-ordered but not changed.)		
Professionalism	Petition contains many typographical errors and/or formatting inconsistencies.	Petition contains a moderate, but unacceptable, number of typographical errors and/or formatting inconsistencies.	Petition contains very few typographical errors and/or formatting inconsistencies.	Petition is free of typographical errors and/or formatting inconsistencies.	
	Quality of writing is poor and requires extensive editing.	Writing requires editing for clarity, consistency, and/or grammatical errors.	Quality of writing is clear, consistent, logically organized, and free of grammatical errors.	Writing is exceptionally strong, presenting concepts in a concise, compelling, and error-free fashion.	
	Petition is poorly organized and/or contains numerous reference errors.	Petition is reasonably organized and contains few reference errors.	Petition is well-organized and references to other documents, sections, and appendices are accurate. The document includes sufficient electronic “bookmarks” for ease of navigation.		
	Petition contains text obviously taken from other documents and not reviewed or customized.	Petition contains sections of “boilerplate” text that have not been customized to suit the school.	Petition does not rely on text taken from other documents, except as is appropriate for replication of proven models. Any “boilerplate” sections have clearly been reviewed and customized as necessary.		

Communication	Petitioners did not communicate with the SDE or PCSC regarding questions, updates, or issues in the petitioning process.		Petitioners communicated appropriately and professionally communication with the SDE and PCSC. Petitioners sought out assistance from the SDE and PCSC when needed and kept the PCSC updated during the petitioning process regarding any issues / changes.		
Compliance	Petition format is not consistent with IDAPA 08.03.01.400.	Petition format is mostly consistent with IDAPA 08.03.01.400.	Petition format is consistent with IDAPA 08.03.01.400.		
	Petitioners did not follow the petitioning process as outlined in ID §33-52 and PCSC policy.		Petitioners followed all appropriate steps of the petitioning process as outlined in ID §33-52 and PCSC policy.		

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**GENERAL COMMENTS REGARDING THE PETITION**