Comprehensive Evaluation Team (CET) Form

for the 2021 Request for Proposals to Establish New Charter or Contract Schools

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Introduction and Overview

Thank you for dedicating your time, effort, and expertise to help review proposals for new charter and contract schools submitted in response to the annual New Schools Request for Proposals (RFP). Through your participation as a member of the Comprehensive Evaluation Team (CET) assigned to review this proposal, you will play an integral role in helping to determine final recommendations for new school proposals. The applicants that meet the standards identified in the RFP and demonstrate the capacity to open and manage a high-quality school that will prepare students for success in college, career, and life can be recommended for approval.

Evaluation Standards and Ratings

This evaluation form includes the evaluation criteria used to rate the quality of the proposal response for your assigned sections. Rate each evaluation criterion as "Met," "Partially Met", or "Not Met". After rating each evaluation criterion in a section, select the most appropriate overall section rating: "Meets the Standard", "Partially Meets the Standard", or "Does Not Meet the Standard" according to the following guidelines:

- **Meets the Standard:** The applicant's response reflects a thorough understanding of key issues and demonstrates the design team's capacity to implement its plan. It addresses the topics with specific and accurate information, aligns with the mission and goals of the school, and presents a clear, realistic picture of how the school expects to operate.
- **Partially Meets the Standard:** The response meets the criteria in many respects, but lacks detail and/or requires additional information in one or more areas.
- **Does Not Meet the Standard:** The response demonstrates that the design team does not possess capacity to implement its plan. The response is significantly incomplete, lacks meaningful detail or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.

High quality proposal responses will include all or most of the characteristics listed underneath the evaluation criterion.

Supporting Evidence

For each section you are assigned, provide evidence, notes, and findings from the proposal that reflect on the criterion identified in the column on the left. Please include findings and notes that enabled you to determine whether an applicant has "Met", "Partially Met", or "Not Met" each criterion that you have evaluated. An applicant may meet certain criteria, but still present some concerns or questions about their understanding, capacity, or plan, relative to those criteria. All evidence provided, regardless of particular criterion or overall section ratings (Meets, Partially Meets, and Does Not Meet the Standard) will be used to develop a final Recommendation Report. This Recommendation Report will explain the rationale for the CET's rating of each section.

When citing evidence from the proposal, include page numbers and appendix numbers for easy reference.

Tier I Application and Addendum Questions

Domain 1: Community Engagement and Support

Key Question: Has the applicant conducted robust engagement and garnered authentic parent and community support, establishing a strong foundation for opening and operating a school with engaged and empowered families and communities?

Section 1.1: Community Overview

The applicant has sought to understand the characteristics, background, and history of the students, families, and communities it would serve if approved to open.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	Identified two possible facility locations and the targeted recruitment area and communit(ies) for the proposed school	
☐	☐	☐	The applicant provided a sound rationale for the selected target recruitment area that clearly explains (1) why the school intends to focus recruitment in the selected area or (2) why the school anticipates the majority of its student population will come from the proposed area	
☐	☐	☐	A comprehensive but concise overview of the targeted communit(ies), which includes key events from at least the last few decades and the major political, economic, educational, demographic, and community-specific trends that are important to understand when seeking to serve the community	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	A thorough and accurate detail of community characteristics for each of the communities within the recruitment area that includes data points relevant to the proposed new school (such as the number of school-age children, population trends, socio-economic factors and additional factors relevant to their targeted areas)	
☐	☐	☐	A complete listing of the existing schools in the recruitment area	
☐	☐	☐	Based on the demographics of the communities and existing schools in the recruitment area, the proposed school provided a realistic and probable projection of the anticipated student population that reflects an understanding of the targeted communit(ies)	
☐	☐	☐	A detailed explanation, based on data and demonstrated need, of the likely sources that the proposed school will draw students from in order to meet enrollment targets	

Section 1.2: Community Outreach and Engagement

The proposal presents a compelling rationale of the need for the proposed school and how the proposed school will effectively partner with the community and serve the target population.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	Members of the design team/board members have strong existing ties to the community	
☐	☐	☐	A diverse range of stakeholders were provided opportunities to be listened to, informed and consulted regarding the proposal, and the engagement to-date laid a strong groundwork for ongoing community engagement and partnerships	
☐	☐	☐	A rationale for outreach and engagement efforts, and how all activities helped the team make additional connections, enhanced their understanding of the targeted community and/or provided opportunities for community partnerships	
☐	☐	☐	A clear description of the key community input/feedback, including input from those who would be most impacted by a new school. The majority of input will be further explored during ongoing community engagement or incorporated into the school design	
☐	☐	☐	The goals of the community engagement plan are aligned to the RFP requirements, and are likely to lead to robust community engagement, partnership and learning	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	The community engagement plan is sufficiently detailed to serve as a roadmap for robust engagement between the applicant team and a wide range of diverse stakeholders (including prospective parents, prospective staff/volunteers, business leaders, community residents, community leaders, elected officials, community organizations, etc.)	
☐	☐	☐	The community engagement plan is rooted in transparency and aims to promote trust and authentic engagement among community members, stakeholders and partners. The plan includes the following components:	
☐	☐	☐	• Identification of stakeholders of the proposed school, including any critical or key stakeholders, that prioritized the perspectives and voices of those that would be most impacted by the proposed new school	
☐	☐	☐	• A clear plan by the applicant team to engage all stakeholders throughout the year, with an emphasis on engaging key stakeholders early in the process to seek input on the school's design	
☐	☐	☐	• Outreach and engagement have been tailored to ensure there are no barriers to participation for various stakeholder groups	
☐	☐	☐	• The design team members' roles and responsibilities in engagement that builds on existing connections to the community and builds new relationships/understanding where appropriate	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	• The key principles and anchor questions that will guide the design team's efforts are centered to promote inclusive partnerships. At least one of the anchor questions seeks to deepen the applicant team's understanding of the impact the proposed new school would likely have on the community, if approved to open	
☐	☐	☐	• A detailed listing of community engagement activities. The plan is likely to inform a large number of community residents while offering critical community stakeholders a variety of opportunities to be listened to, consulted, involved, collaborated with and empowered to participate in the proposed school	
☐	☐	☐	• A demonstration of clear mechanisms to collect, track, analyze and incorporate community input and feedback into all aspects of the proposal and school design	
☐	☐	☐	The applicant presents an achievable plan to evaluate and assess engagement at regular intervals, including the internal indicators that the applicant team will use	
☐	☐	☐	The applicant provided a salient explanation of the unmet needs to the success of the targeted students in the community that the proposed school intends to serve, and presented a compelling case that the proposed school will meet these unmet needs to better serve the projected student population	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	A comprehensive, thoughtful, and data-driven assessment of the anticipated impact the proposed school may have on the larger community that reflects the perspectives of the community members and stakeholders. The response includes a realistic assessment of the impact a new school will have on existing schools in the recruitment area	
☐	☐	☐	A strong rationale and data-driven explanation for why the proposed school is a good fit for the community and that considers the identified needs of students and the anticipated impact that a new school would have on the community members and institutions	
☐	☐	☐	The applicant demonstrates an understanding of the principles of equity, and articulates how equity will drive decision-making throughout the development process and the new school model. There is a clear definition of how the proposal will advance equity for the students and communities the school seeks to serve	

Tier II Application and Addendum Questions

Domain 1: Community Engagement and Support

Key Question: Has the applicant conducted robust engagement and garnered authentic parent and community support for the proposed school, establishing a strong foundation for opening and operating a school with engaged and empowered families and communities?

Section 1.3: Facilities Space Requirements

The proposed facility option(s) reflect identified space requirements and are viable and available in the proposed opening timeline.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	Identified space requirements that adequately address the programmatic and operational needs of the school, including any proposed growth	

Section 1.4: Updated Community Outreach and Engagement

The proposal reflects an intentional and robust strategy to meaningfully engage with parents and community members to shape the vision and design for the proposed school.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	Additional members of the design team/board members with strong existing ties to the community	
☐	☐	☐	The applicant team has made appropriate progress against the established community engagement plan goals and has demonstrated continued efforts to partner with stakeholder groups in a variety of ways (that provide space for listening, informing, consulting, involving, collaborating, and empowering)	
☐	☐	☐	The applicant team has demonstrated prioritizing most impacted stakeholder groups, and continues to offer a variety of mechanisms for community members to authentically engage in the new school proposal and school design	
☐	☐	☐	There is a clear plan with tailored strategies/activities to remove barriers to participation so that all stakeholder groups that have not yet been engaged will be engaged appropriately prior to the Tier III proposal submission	
☐	☐	☐	Evidence that the design team participated in various meetings, activities, events, and/or volunteer opportunities to become more familiar with the target community, build relationships, and foster partnerships with stakeholders and community members	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	Evidence that the design team conducted a variety of outreach activities to inform community residents (including neighbors, parents, business and organization leaders, and the general public) of the proposed new school	
☐	☐	☐	Evidence that the design team formally consulted and collaborated with community members (particularly key stakeholder groups), has taken concrete actions to empower parents and community members to meaningfully participate in the school design process, and has incorporated key community input and feedback into the proposed school model	
☐	☐	☐	A table that provides the key themes of input received from a variety of community stakeholders such as neighbors, residents, parents, community leaders, businesses and organizations. The majority of community input has or will directly inform the proposal, proposed school model or will be further explored and discussed with stakeholders	
☐	☐	☐	An evolved understanding of the target student population and communit(ies) based on the perspectives, opinions, and knowledge of community members and stakeholders, and a refined vision for the proposed school based on these learnings and insights	

Domain 2: Academic Plan

Key Question: Does the applicant have the capacity, leadership skills, and experience to open and operate a high-quality school that achieves the school's mission and prepares students for long-term success?

Section 2.1: The School Model

The proposal explains who the school will serve; what it will accomplish in measurable terms; and describes the methods it will use to help students achieve defined student outcomes.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	A succinct, clear, and compelling mission statement that:	
☐	☐	☐	• Is focused on high educational outcomes for students	
☐	☐	☐	• Reflects priorities that are meaningful, manageable, and measurable	
☐	☐	☐	• Reflects the targeted student population	
☐	☐	☐	• Is consistent with the purposes outlined in the Illinois Charter Schools Law (105 ILCS 5/27A-2(a))	
☐	☐	☐	• Indicates what the school intends to do, for whom, and to what degree	
☐	☐	☐	A vision that articulates what the school will accomplish in the near term and future, with concrete examples of anticipated student outcomes	
☐	☐	☐	An educational philosophy that reflects the design team's core beliefs and priorities for educating the proposed student population	
☐	☐	☐	A clear explanation and sound rationale for any revisions to the proposed school's mission, vision, educational philosophy, culture, and/or model since the Tier I submission.	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	An overview of the key design elements that explains how it is appropriate for and likely to result in improved educational performance for the targeted student population, including at-risk students	
☐	☐	☐	If central to the school model, a compelling rationale for the design of technology-based learning (including any virtual elements of the model), which is aligned to the school's mission and educational philosophy and is rooted in serving the targeted student population	

Section 2.2: Program of Instruction

The curricula will help students become critical thinkers, effective communicators, and responsible global citizens

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	A convincing rationale for the chosen learning standards (attached to the proposal)	
☐	☐	☐	A clear description of and rationale for the selection of curricula in each grade level and major subject area to be served • *For curricula already developed:* Persuasive research-based evidence and/or rationale for success of curriculum with target student population • *For curricula yet to be developed:* A thorough, detailed plan for curriculum development, citing who will be responsible for key tasks, their relevant qualifications/experience, and a realistic schedule with clear tasks and deadlines	
☐	☐	☐	A sound explanation of how teachers will know what to teach and when to teach it, including a description of the resources that will help support teachers' instructional planning and implementation	
☐	☐	☐	All sample curricular materials requested for the appropriate grade levels and subjects	
☐	☐	☐	The proposed scope of technology-based learning in the school provides a clear picture and intentional strategy for how technology will be used in each in-	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
			person and/or virtual cohort, classroom, subject, and grade-level. Included in the response is a description of the technologies that will be used to support the school's technology-based learning, and a clear description of the purpose and rationale of chosen tech. tools.	
☐	☐	☐	A comprehensive description of the school's chosen learning resources, equipment, and services (including the methods and process of securing these resources) that will support the implementation of the chosen curricula. There is a clear description of how all resources, equipment and services will be made easily accessible to students to support learning.	
☐	☐	☐	Clearly explains policies for promoting students from one grade level to the next, citing criteria for promotion and retention	
☐	☐	☐	Specific graduation requirements with clear rationale for their selection	

Section 2.3: Instructional Methods

Instructional strategies are intentional and engaging and will ensure that all students are challenged to use and develop higher-order thinking skills.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	A clear, coherent instructional approach that aligns with and will support implementation of the school's curriculum	
☐	☐	☐	Instructional strategies that are built on a foundation of proven educational practices and teaching approaches	
☐	☐	☐	Clear alignment of the instructional strategies with the mission and educational philosophy of the school	
☐	☐	☐	An explanation for and research-based evidence of how the instructional strategies will address the needs of the targeted student population	
☐	☐	☐	The scope and design of all digital-based strategies will foster instructor-student and student-student interaction and learning, with clear guidelines for students, strategies to promote learning based on real-time data, and appropriate plans to provide resources and feedback to students.	
☐	☐	☐	If applicable, students learning via digital technologies will understand how and where to access learning modules, what is expected of them for each class/cohort, and how and when it is appropriate to progress once a unit/lesson has been mastered.	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	The response clearly explains how the teacher-student relationship will be translated into a virtual or technologically-driven classroom, if applicable.	

Section 2.4: Educational Goals and Assessments

The proposal sets ambitious but achievable goals for student achievement and outlines a clear plan to ensure that students stay on track to achieve the stated outcomes.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	Specific, measurable, ambitious, realistic, and time-bound (SMART) academic goals that align with the School Quality Rating Policy (SQRP)	
☐	☐	☐	Academic and non-academic goals that reflect the mission, vision, and educational philosophy and assessment plan.	
☐	☐	☐	An assessment plan and table that aligns with SQRP with descriptions of the purpose, design, and format of each assessment	
☐	☐	☐	Demonstrated readiness to implement Partnership for Assessment of Readiness for College and Careers (PARCC), once finalized	
☐	☐	☐	Diagnostic, benchmark/interim, and summative assessments that are valid, reliable, and appropriately aligned with curricula and Common Core State Standards (CCSS)	
☐	☐	☐	A data collection and analysis process that school leaders and teachers use to monitor student progress toward identified goals, make curricular adjustments, improve instruction, and identify areas for professional development	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	A clear plan for how student information and assessment results will be shared and analyzed across different assessment mediums, and how the school will monitor fidelity in implementing automated digital learning products	
☐	☐	☐	A clear plan for consistently communicating with parents/guardians about their child's academic progress	
☐	☐	☐	Applicants using technology tools in the classroom have provided school goals that address both the usage of these tools and the expected learning outcomes for students	

Section 2.5: School Calendar and Schedules

The school calendar and schedule provide a clear picture of how students and teachers will spend a typical day at school, incorporating all of the unique aspects of the proposed school model.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☒	☐	☐	Annual calendar that:	
☐	☐	☐	• Is compliant with the Illinois School Code	
☐	☐	☐	• Reflects all of the instructors' professional development days and student assessment days	
☐	☐	☐	• Is supported by the school's proposed budget	
☐	☐	☐	Teacher and Student Weekly Schedules that:	
☐	☐	☐	• Provide a clear picture of how a teacher or student would respectively spend a day at the school	
☐	☐	☐	• Reflect all of the instructors' described professional development requirements, collaboration time, and roles and responsibilities	
☐	☐	☐	• Reflect all described student activities	
☐	☐	☐	If applicable, the calendar specifies when students will be learning remotely and provides a clear rationale for the remote-based and school-based scheduling	

Section 2.6: Special Student Populations

The school has strategies in place to advance the learning of all students.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	Presents a detailed continuum of special education services, including related services, that is supported by research and best practice and likely to lead to success for the school's students with special needs	
☐	☐	☐	Proposal and accompanying ISBE Special Education Certification form that reflect a sound understanding of the legal requirements of IDEA and Section 504, including, but not limited to:	
☐	☐	☐	• The charter's obligation to serve students with special needs	
☐	☐	☐	• Providing a Free and Appropriate Education (FAPE) to all students	
☐	☐	☐	• Providing a continuum of special education services in the Least Restrictive Environment (LRE), including providing access to the general education curriculum, standardized testing, extracurricular and culture-building activities	
☐	☐	☐	• Methods for identifying and supporting students with disabilities	
☐	☐	☐	• Procedures for evaluating identified students, developing Individualized Education Plans (IEPs), and monitoring and assessing progress, including the roles of personnel and parents	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	• The rights of students with disabilities in disciplinary proceedings	
☐	☐	☐	Well-defined processes for identifying English Learners, including administration of placement assessments and communications to parents and teachers	
☐	☐	☐	Proposal and accompanying ISBE English Learners Certification form that reflect a sound understanding of the legal requirements related to English Learners	
☐	☐	☐	The proposal describes an evidence-based approach to provide required services to ELs (once identified), monitor the implementation of services and monitor the progress of ELs, and indicators/levers for ELs to exit services	
☐	☐	☐	Clearly identified staff members responsible for both administering the EL service model and providing instruction, and the described assignments are feasible and appropriate	
☐	☐	☐	An evidence-based EL program curriculum and appropriate instructional materials for the development of English language proficiency	
☐	☐	☐	The proposal includes a process for providing EL students meaningful access to the general education curriculum, and measures the school will take to ensure ELs are included in any educational, extracurricular, and/or culture-building activities	
☐	☐	☐	Programs and services to ensure that all students are challenged with the appropriate level of rigor, including students with accelerated learning needs	

Section 2.7: Multi-Tiered Systems of Support

The proposal reflects a realistic understanding of the anticipated academic, social, emotional, mental, and physical health needs of the student population with an intentional strategy to meet students where they are at both academically and behaviorally.

Section Criteria

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	A clear description of an evidence-based academic MTSS to identify and meet the needs of students requiring support beyond the general education program, including levers, methods, and protocols to be used	
☐	☐	☐	Response includes specific differentiated instructional strategies, programs, services, supports, and learning standards for the academic MTSS Tier 1 instruction (core instruction and supports); Tier 2 instruction (targeted supplemental instruction, supports and interventions); and Tier 3 instruction (listing highly structured, individualized interventions)	
☐	☐	☐	The applicant has provided a clear plan for the continuous progress monitoring it will use to inform evidence-based decisions about the intensity and duration of interventions for the academic MTSS	
☐	☐	☐	The academic MTSS is tied to specific and appropriate academic outcomes and is likely to lead to improved academic outcomes for all students, including special student populations	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	The proposal reflects a realistic understanding of the anticipated social, emotional, mental, and physical health needs of the student population, and the behavioral/social emotional MTSS is tethered to the school's SEL framework	
☐	☐	☐	Response includes specific differentiated behavioral/SEL strategies, programs, services, supports, and learning standards to meet students where they are: Tier 1 instruction (supportive and restorative learning climate with appropriate SEL skills development); Tier 2 instruction (targeted supports and interventions); and Tier 3 instruction (listing highly structured, individualized interventions)	
☐	☐	☐	The proposal includes a robust plan to ensure all students are receiving the appropriate intervention and supports, including specific levers, methods, and protocols that will be used to determine and continually assess the appropriate behavioral MTSS tier and interventions for each student	
☐	☐	☐	The applicant has provided a clear plan for the continuous progress monitoring it will use to inform evidence-based decisions about the intensity and duration of behavioral MTSS interventions	
☐	☐	☐	The application cites clear evidence-based practices, policies, and systems that promote positive student behavior and foster a positive and nurturing academic and social environment for all students	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	The applicant proposes a system to proactively and regularly communicate with parents/guardians, and teachers and staff to improve outcomes for students	
☐	☐	☐	Clearly identified staff members responsible for all elements of MTSS implementation and management, and the described assignments are feasible and appropriate based upon the staff person's role	

Section 2.8: School Culture and Social Emotional Learning

The proposal provides an intentional strategy to create a vibrant school community that reflects the identities of the school's students, families and staff, and ensures a safe and supportive environment for student's academic and social emotional learning and growth.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	The applicant provides a thoughtful description of the proposed school culture that presents a realistic picture of how the school will look and feel to students, staff and parents	
☐	☐	☐	The school culture is aligned to the school's mission, vision, and core values, and is reflective of the likely school community	
☐	☐	☐	The applicant has an intentional and integrated strategy (with specific examples of evidence-based practices, policies, systems, traditions, norms, etc.) to build, maintain and nurture a school culture that will promote positive student behavior, build constructive relationships in the school community, and foster a positive academic and social environment	
☐	☐	☐	There are well-defined goals for school culture that support students' academic and social development, and focus on a positive school climate. The goals and milestones described include universal (i.e. aimed at all students) strategies and are targeted to address inequities among subgroups of students	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	There are defined plans to assess school culture against established goals, including regular intervals of assessment, the staff responsible for this work, and plans to remediate/realign if school culture goals are not being met	
☐	☐	☐	The school provides a realistic plan to both communicate expectations and unleash the power of students, staff, and families to actively participate in school culture. The school's approach prioritizes collaboration and co-creation with school stakeholders	
☐	☐	☐	The applicant identifies the responsibilities of school leadership and staff in setting the tone and positively modelling school culture. The applicant clearly defines the specific goals and milestones of this team in developing, implementing, monitoring and evaluating school culture goals	
☐	☐	☐	The applicant names an evidence-based SEL framework, and provides a sound rationale of why the framework was selected for their proposed school community	
☐	☐	☐	The SEL instruction is aligned to the three ISBE SEL Learning Goals: • Develop self-awareness and self-management skills to achieve school and life success • Use social-awareness and interpersonal skills to establish and maintain positive relationships • Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	The applicant has either (1) identified the SEL curriculum they plan to use and included a link to the curriculum website or a sample lesson plan, or (2) the applicant has described a SEL integration plan for each grade level and included a sample lesson/unit plan	
☐	☐	☐	Every student at every grade level will receive at least 30 minutes of SEL instruction per week throughout the school year. SEL instruction and skill building is meaningfully incorporated in holistic programs, resources, and/or services that are designed with the target student population in mind, and are likely to develop SEL competencies	
☐	☐	☐	The applicant has a comprehensive strategy to assess SEL in the school community, including the assessments that will be used, appropriate SEL competencies to be developed, a plan for regular monitoring, and the staff responsible for assessment activities	
☐	☐	☐	The applicant has identified the staff and their specific responsibilities in SEL implementation and instruction. The provided SEL team is aligned to the behavioral MTSS team.	
☐	☐	☐	The proposed school has a clear plan to provide core social emotional learning opportunities and to communicate expectations regarding SEL for all school staff. Staff with SEL/MTSS responsibilities have the necessary experience, training and resources to support students' social and emotional development.	

Section 2.9: Discipline, Behavioral Intervention, and Classroom Management

The proposal cites the systems, programs, and policies that will support the behavioral needs of all students and help remove barriers to learning.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	A system of discipline and classroom management that is fully tethered to the proposed school's MTSS	
☐	☐	☐	Discipline practices promote a positive social and learning environment for all students, including at-risk students, by addressing the root cause of misbehavior, teaching appropriate behaviors, restoring relationships and repairing harm	
☐	☐	☐	The discipline, behavioral intervention and classroom management practices are appropriate for the target student population, and there are systems in place to ensure that policies are equitable and that no student subgroups are disproportionately impacted by behavior policies	
☐	☐	☐	Clear identification of specific staff members who are responsible for overseeing the implementation of student discipline and behavioral interventions, including maintenance of student records and data. Clear identification of staff/leadership responsible for monitoring and assessing the discipline system	
☐	☐	☐	Plans to consistently communicate behavior expectations to students and families in a timely manner that allows for due process by providing sufficient notice	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	The proposed school provided a detailed plan to communicate proactively and regularly to teachers and staff to inform them of expectations for norming and implementing the behavioral system	
☐	☐	☐	The applicant provides a comprehensive list of offenses that may result in student suspension or expulsion. Use of exclusionary discipline is reserved for appropriately serious offenses	
☐	☐	☐	An explanation of the corrective, instructive, and/or restorative responses to misbehavior that will be used prior to the use of exclusionary discipline, including a clear description of how the school intends to comply with SB 100 (PA 99-456)	
☐	☐	☐	An explanation for how the school will protect the rights of students with disabilities/ impairments in disciplinary actions and proceedings, afford due process for all students, and provide a fair process for students facing expulsion	

Section 2.10: Post-Secondary and Graduation Support

The proposal presents robust plans to ensure that students will graduate prepared for success in high school (for elementary schools) and college.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	A clear post-secondary vision reflecting high expectations for students.	
☐	☐	☐	Clearly identified staff members to perform all roles and responsibilities described in this subsection, with alignment to their job descriptions, annual and weekly schedules, and the staffing and organizational charts	
☐	☐	☐	Age-appropriate college readiness supports that will build college awareness and readiness among students	
☐	☐	☐	If proposing a high school: Robust supports to help students apply, enroll, and persist in college	
☐	☐	☐	If proposing a high school: Methods for tracking student/alumni college acceptance and persistence rates	
☐	☐	☐	If proposing an elementary school: Robust supports to ensure that students are prepared to attend and succeed in a rigorous high school	

Section 2.11: Human Capital

2.11.1: Recruitment and Selection

The human resources strategy will realistically help the school identify and attract highly effective teachers, leaders, and staff who are committed to fulfilling the school's mission.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	A staffing plan that includes all instructional and non-instructional positions in the school over the five years of the charter contract and aligns with descriptions of positions and the school model in other parts of the proposal,	
☐	☐	☐	A clear description of how the staffing plan will support student achievement	
☐	☐	☐	Sensible and clear organization-level decision-making authority that delineates the respective roles and responsibilities of the Board, management organization, school administration, and any school advisory bodies or parent/teacher councils	
☐	☐	☐	Alignment between the positions cited in the organizational chart, staffing model, and budget	
☐	☐	☐	Attached job descriptions that clearly delineate the roles and responsibilities for each position	
☐	☐	☐	Strategies for recruiting and hiring staff members who can drive student achievement, including bilingual-certified, special education, and other high-need teachers	
☐	☐	☐	Hiring criteria, selection process, and job descriptions that are clearly aligned to the school's mission, educational philosophy, and professional culture.	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	Applicants with remote-based employees: A clear listing of school-based and remote-based employees that will support the implementation of the school model, and a detailed description of the implications (including work environment, work expectations, FTE status, and compensation adjustments) the virtual model will have on each staff position	
☐	☐	☐	Proposed compensation and benefits packages that are competitive and will allow the school to attract and retain highly qualified staff	

2.11.2: Professional Development

The human resources strategy will realistically help the school develop and retain highly effective teachers, leaders, and staff who are committed to fulfilling the school's mission.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	An approach to PD that is constructive, reflective, growth-oriented, and based on the provision of meaningful and timely feedback	
☐	☐	☐	Clearly delineated roles and responsibilities for facilitating PD opportunities	
☐	☐	☐	A plan for identifying PD topics and determining whether PD will be provided internally or externally	
☐	☐	☐	Adequate protected time in the school's schedule and calendar to implement the described PD supports and collaboration time	
☐	☐	☐	PD costs appropriately accounted for in the budget	
☐	☐	☐	PD adequately addresses the unique needs of new staff	
☐	☐	☐	An induction plan for all teachers that orients staff to the educational program and cultural expectations	
☐	☐	☐	Clearly articulated characteristics of a professional culture that will promote high staff performance and retention	
☐	☐	☐	A plan for using data on student performance and from teacher evaluations/coaching cycles to evaluate the effectiveness of PD and inform future PD content	
☐	☐	☐	A comprehensive professional development plan to ensure that staff have the necessary orientation and ongoing training and support to implement the unique aspects of the proposed school's model	

2.11.3: Staff Evaluation

The human resources strategy will realistically help retain highly effective leaders, teachers, and staff.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	Schedules and processes for teacher observation and evaluation	
☐	☐	☐	Explanation for how teacher evaluations are tied to PD, compensation strategies, staffing decisions, etc.	
☐	☐	☐	The proposal provides clear criteria for evaluating school leaders(s), specifies a process for providing an annual performance review, and describes mechanisms for offering school leader(s) consistent feedback	
☐	☐	☐	If applicable, the applicant specified how evaluation procedures, including observations, coaching and student data analysis, will be adapted for online teachers	

Section 2.12: Design Team Experience and Capacity

The design team's (or existing school network's) experience and track record demonstrate the capacity to open and operate a high-quality charter school.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	A summary for each design team member with details on each person's experience and credentials, role during the design phase, and intended role in the proposed school	
☐	☐	☐	Design team members and founding board members that possess the wide-ranging skills and experience needed to open, operate, and sustain a high-quality charter school, including previous experience serving the school's targeted population	
☐	☐	☐	Clear explanations of the role(s) of consultant(s) in developing the proposal or implementing the proposed model (if approved to open)	
☐	☐	☐	Clearly delineated roles and responsibilities for each member of the instructional leadership team that are reflected in the attached job descriptions	
☐	☐	☐	Quantitative evidence of instructional leaders' individual track records of driving significant academic gains with similar student populations in a school setting	
☐	☐	☐	At least one of the proposed instructional leader(s) has experience implementing a school or instructional model similar to that of the proposed school	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	A well-rounded leadership team that collectively has the qualifications and track record necessary to ensure the successful implementation of the academic, operational, and financial operations of the school	
☐	☐	☐	Clear plans to provide sufficient leadership development and support to address any gaps in skill or experience to ensure success in a given role	
☐	☐	☐	Existing National Operator only: Student demographic information and quantitative academic growth, attainment, and behavioral performance data for every existing school in the network	
☐	☐	☐	Existing National Operator only: Half of the schools in an existing operator's national network meet the criteria for demonstrating a proven track record for academic growth, attainment, and behavioral metrics, as outlined in the National Operator Replication Table	
☐	☐	☐	If an existing operator does not currently have any schools in its network that serve a similar student population to the anticipated student body in Chicago: A clear rationale as to why the design team believes the model will translate to the targeted student population with a description of the additional supports to meet the needs of the targeted student population	

Section 2.13: Parent and Community Engagement

The proposal demonstrates the capacity and intent to build continued authentic engagement with parents and the greater community.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	Applicant has explained thoughtful methods to build family-school partnerships to encourage the involvement of parents/ guardians in the school and their student's education	
☐	☐	☐	Applicant outlined a proactive plan to regularly communicate to parents and guardians that considers the needs and preferences of the target school community, and is aligned with the school's educational model	
☐	☐	☐	A description of the nature and extent of parent and community involvement in the governance and operation of the charter school	
☐	☐	☐	Clear mechanisms for parents and community members to provide feedback and/or express an objection or concern to the school and Board on an ongoing basis	
☐	☐	☐	Clearly identified staff members to perform all roles and responsibilities described in this subsection, with alignment to their job descriptions, annual and weekly schedules, and the staffing and organizational charts	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	If applicable, the proposed school will provide the necessary materials and equipment (i.e. laptops) to support student learning that will occur outside of the school building (and this is reflected in the provided budget) or the applicant has provided an accessible way for families to receive assistance in obtaining the necessary tools at no cost	
☐	☐	☐	The applicant has clear, feasible and realistic expectations for parental involvement that supports the school model and appropriately accounts for varied home contexts	

Domain 3: Financial Plan

Key Question: Does the proposal present a sound fiscal plan and policies to ensure responsible management of public funds?

Section 3.1: School Budget

The financial forms are complete, include clear and reasonable assumptions, reflect sustainability and financial health, and are aligned with the school's mission and priorities.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	A reasonable, multi-year budget (for 100% enrollment) that reflects financial health and maintains (at a minimum) a positive cumulative cash position	
☐	☐	☐	A contingency (75%) budget that remains solvent, provides essential services, and aligns with the mission and goals of the school.	
☐	☐	☐	Reasonable assumptions with sufficient detail and specificity to allow for an assessment of fiscal viability, including:	
☐	☐	☐	• Reasonable salaries assumptions	
☐	☐	☐	• Reasonable growth assumptions	
☐	☐	☐	• Reasonable fundraising assumptions	
☐	☐	☐	• Reasonable assumptions of the student demographics, particularly as related to revenue projections	
☐	☐	☐	An explanation for how all spending aligns with the school's mission, vision, and philosophy	
☐	☐	☐	Sound revenue projections and planned expenditures that reflect all aspects of the school model	
☐	☐	☐	Capital funding for school facilities with clearly identified sources of funding	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	Adequate reserves and contingency plans in the event development goals are not reached	
☐	☐	☐	Reasonable fundraising plans that clearly identify the amount of additional revenue needed to maintain financial viability	
☐	☐	☐	Evidence of existing relationships with potential funders and current levels of interest that suggest the fundraising plan is viable	
☐	☐	☐	If a national operator or MO: The most recent audited financial statements and federal tax returns from the national operator or MO indicate strong liquidity and a healthy capital structure to support the future growth projections	

Section 3.2: Financial Controls and Monitoring

The proposed financial controls are sufficient to ensure proper use of public funds.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	Comprehensive fiscal management, monitoring, and oversight policies and controls that clarify who has authority of the school's fiscal affairs, internal controls, accounting practices, purchasing, and payroll policies	
☐	☐	☐	A function for receiving revenue, paying expenses, disbursing payroll, maintaining financial records, and generating reports	
☐	☐	☐	Financial reporting structures that make cash flow clear, provide budget-versus-actual numbers, and plan for annual external audits	
☐	☐	☐	A description of how the Board will receive updates and monitor the school's financial position, including a list of all financial reports generated, the frequency of generation, and responsible party	
☐	☐	☐	A clearly identified staff member responsible for directly managing and overseeing the school's budget	
☐	☐	☐	A clear and adequate catalog of financial reports generated and to be generated, indicating frequency and responsible party	

Domain 4: Operational Plan

Key Question: Will the proposed operational and governance systems ensure that planning, spending, and oversight decisions are fiscally responsible and prioritize student success?

Section 4.1: Operations

The school start up and operations plans will ensure that the school provides a safe and secure environment for students starting on day one.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	A plan and dedicated staff who will be able to effectively perform the wide range of operational duties required to run a school, including but not limited to transportation, food service, building operation, purchasing processes, student records, school safety and information technology (with additional consideration of operational IT needs for technology focused models, if applicable)	
☐	☐	☐	Clear roles for leadership, faculty, and staff to participate in operational decision-making processes, including the development of personnel policy	
☐	☐	☐	A feasible, detailed start-up plan with key milestones, tasks, owners, and completion dates covering the array of activities required to successfully open a new school on time and be ready to serve students on day one	
☐	☐	☐	A clear explanation of the roles and responsibilities of any staff in the incubation year and a plan to compensate them during this time	

Section 4.2: Student Recruitment and Enrollment

Plans for student recruitment and enrollment will provide all students an equal chance at admission and ensure that the school serves a diverse student population.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	Realistic student enrollment targets that align with other relevant parts of the proposal, including the five-year budget, staffing plans, facility plans, etc.	
☐	☐	☐	A detailed student recruitment plan that is realistic, aligned with the school mission, and likely to position the school to meet its enrollment targets in each year of a five-year contract	
☐	☐	☐	Strategies to recruit and retain the targeted student population, as well as students with disabilities, students with Individualized Education Plans, students who are English Learners, and students in at-risk situations, including, but not limited to, students who are homeless	
☐	☐	☐	Clear application, enrollment, and registration policies and forms that ensure the school is accessible to all students and families and is in compliance with the Illinois Charter Schools Law	
☐	☐	☐	A plan to administer the lottery in a way that provides each student an equal chance at admission and does not create a barrier to application, enrollment, or registration	
☐	☐	☐	Clear policies to maintain a waitlist and overseeing student withdrawal, re-enrollment, and transfers	

Section 4.3: Operational Compliance

The proposal presents realistic plans to comply with legal requirements.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	The transportation plan specifies how the school will identify the transportation needs of its student body, what supports and services the school will dedicate to meet student transportation needs, and which staff member(s) will be responsible for overseeing transportation services and supports. If transportation services and supports require funding, costs are included in the five-year budget.	
☐	☐	☐	The Americans with Disabilities Act (ADA) compliance plan clearly articulates how the proposed school will ensure compliance with requirements under the ADA.	
☐	☐	☐	The proposal outlines the technology, equipment, processes, and/or personnel it will use to ensure the ongoing safety and security of students and staff.	
☐	☐	☐	The applicant provides a comprehensive plan to effectively monitor assets purchased with public funds, and details a process to ensure appropriate record keeping and management for student records.	
☐	☐	☐	The application specifies the types of insurance the school will secure and at what levels of coverage.	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	The applicant provides an acceptable use policy that will govern technology use at the proposed school for both students and staff, and outlines clear processes to communicate, implement, and enforce the policy.	

Section 4.4: Governance

4.4.1: Governance Start-up

The board will have the capacity and supports to provide strong academic, financial, and operational oversight of the school.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	Qualified board members (with at least the Board Chair and most officer positions identified) who have the wide range of relevant knowledge, skills, and commitment needed to oversee a successful charter school, including but not limited to: Educational, financial, legal, fundraising, prior governance experience, community experience (at least one board member has strong ties to the community), and special skill sets for unique school models (e.g. blended learning models)	
☐	☐	☐	Complete Board Member Forms and Economic Interest Forms from all proposed board members	
☐	☐	☐	Proposed board members who display a robust understanding of their roles and responsibilities in providing academic, financial, operational, and legal oversight of the proposed charter school	
☐	☐	☐	Viable plans and clear procedures to recruit and select diverse Board members, both to fill any remaining gaps in skills prior to school opening and continually once in operation	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	A thorough plan to build the capacity of the board by providing orientations and trainings for the inaugural board leading up to school opening, all new members, and continually for the established board once in operation	
☐	☐	☐	A clear action plan for establishing the “working” Board in the incubation year	

4.4.2: Governance Structure and Ongoing Oversight

A clearly explained governance structure and clear plans and policies are likely to ensure meaningful and effective oversight of the school.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	An explanation for how the governing body's size, regular meeting schedule, explicit powers and duties, committee structure, process for expansion, terms, and succession plans (as outlined in the bylaws) will ensure that the school is equipped to meet its mission and goals	
☐	☐	☐	Defined roles, responsibilities, and lines of authority for each Governing Board officer position and committee, as well as differentiation of roles and responsibilities between the board, school administration, and MO (if applicable)	
☐	☐	☐	A clear mechanism to ensure that parents, community members, and key stakeholders will be active in the governance of the school; a forum for parent, teacher, and community input; and strategies for communicating board priorities and decisions to all stakeholders	
☐	☐	☐	If applying as an existing non-profit organization: A plan to establish a new separate and distinct non-profit corporation to oversee the school. If the non-profit's existing board plans to govern the school, robust plans to ensure that the board will be transformed to provide proper oversight of a public charter school with clear guidelines to avoid co-mingling of funds between the school and the partner organization	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	Formalized procedures for the Board to run effective, outcomes-focused meetings to monitor the school's academic, financial, operational, and organizational progress on a consistent basis, including by setting clear goals, metrics, and rubrics for evaluation prior to the school year	
☐	☐	☐	Clearly defined systems and protocols for the board to consistently monitor academic, operational, and financial performance metrics, including a description of how the board will receive this information and from whom	
☐	☐	☐	Policies, metrics, and goals that the Board will use to evaluate its own effectiveness on at least an annual basis	
☐	☐	☐	Well-defined accountability policies for the board, including attendance and committee service requirements	
☐	☐	☐	Clearly articulated triggers and a defined process to remove Board members if they are not meeting expectations.	

4.4.3: Board Legal, Compliance, and Ethics Policies

The proposal describes clear policies and procedures for the board to govern the school in a lawful and ethical manner.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	Plans for the board to operate in compliance with the Illinois Charter School Law, Open Meetings Act, and the Freedom of Information Act	
☐	☐	☐	An Ethics Policy that holds the proposed school's Board members, directors, officers, and employees to high standards of ethical conduct. At a minimum, the Ethics Policy provides guidance on the following topics:	
☐	☐	☐	• Nepotism	
☐	☐	☐	• Financial interests in contracts	
☐	☐	☐	• Gifts, loans, and favors	
☐	☐	☐	• Secondary Employment	
☐	☐	☐	• Postemployment and post-membership restrictions	
☐	☐	☐	• Political activities	
☐	☐	☐	A Conflict of Interest policy that describes clear procedures to identify and address or mitigate any perceived or actual conflicts of interest among Board members, directors, officers, employees, agents, or family members. The formal Conflict of Interest Policy at a minimum:	
☐	☐	☐	• Provides a clear definition of a private interest, direct or indirect, in quantifiable terms (if financial in nature) for Board members, directors, officers, employees, agents, or family members;	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	• Establishes a clear policy and procedure to disclose conflicts of interest;	
☐	☐	☐	• Specifies procedures to address or mitigate a conflict of interest; and	
☐	☐	☐	• Provides a method to determine disciplinary or corrective actions if a conflict of interest fails to be disclosed for Board members, directors, officers, employees, agents, and others.	

Domain 5: Growth Plan

Key Question: Does the existing organization have a strategic growth plan and the academic, financial, and operational capacity to successfully open, operate, and oversee the proposed new school(s)?

Section 5.1: Growth Plan

The organization has conducted a strategic planning process and analyzed its own capacity to support the proposed pace and scope of growth.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	A list of all proposals for schools that are pending or recently approved by other authorizers	
☐	☐	☐	A sound and convincing rationale for the number of schools, location, and pace of growth, including expansion into Chicago specifically (if not already operating schools in the city)	
☐	☐	☐	An explanation for how growth helps advance the organization's mission and vision	
☐	☐	☐	A description of a thoughtful and performance-based approach to replication decisions, guided by clearly-defined academic, operational, and financial benchmarks	
☐	☐	☐	An honest and realistic assessment of the risks associated with growth	
☐	☐	☐	A discussion of how the organization plans to continue to provide high-quality services despite the risks posed by growth	

Section 5.2: Academic Capacity

The organization has clear plans and systems in place to implement a high-quality educational model with fidelity.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	(*If the academic model will differ from the one employed at existing schools*): A description of how the modified model will effectively serve the targeted student population, utilize rigorous curricula, and ensure that teachers deliver powerful instruction	
☐	☐	☐	A clear timeline and plan for the new school to finalize any autonomous processes and distinct aspects of the educational model	
☐	☐	☐	A comprehensive strategy for timely and regular assessments of performance and a sound process for evaluating performance against clearly identified benchmarks	
☐	☐	☐	Clearly identified roles and responsibilities for monitoring academic outcomes at the board, network, and school level	
☐	☐	☐	An established process for implementing strategies to improve performance when benchmarks are not met	
☐	☐	☐	Interventions that use actionable improvement plans with follow-ups at both the school and organizational levels to address identified issues	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	If applying to open new school(s) while existing school(s) are on academic probation or the Warning List: A convincing and robust plan to significantly improve performance at failing school(s) while simultaneously opening new schools	

Section 5.3: Operational Capacity

The operator has demonstrated the organizational capacity to support the opening, operation, and oversight of additional school(s).

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	Sensible and clear decision-making authority assigned to the board, network leadership, management organization (if applicable), school administration, and any school advisory bodies or parent/teacher councils	
☐	☐	☐	Clearly identified services and resources provided by the network and any national, state-wide, or regional offices to support the growth strategy	
☐	☐	☐	A human resources strategy that will realistically identify and attract highly effective teachers, leaders, and staff who are committed to fulfilling the school's mission	
☐	☐	☐	Established "sources" or pipelines of talent to help fill all positions with quality hires	
☐	☐	☐	Sufficient resources dedicated to recruiting and hiring efforts	

Section 5.4: Past Organizational and Financial Performance

The applicant demonstrates a track record opening and operating fiscally sound and legally compliant schools. The operator has acted as a good faith partner with other schools and districts with whom it has contracted.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	If any schools have been placed on fiscal probation, had their contract terminated, voluntarily closed, have not been renewed by their authorizer, voluntarily exited a partnership, or failed to open, an explanation of the circumstances surrounding these incidents and how the organization responded to each situation	
☐	☐	☐	In compliance with Illinois law, proper disclosure of any known active civil or criminal investigations into any member of the operator's governing body, including any investigation by a local, state, or federal law enforcement agency	
☐	☐	☐	An explanation of the details of any litigation or arbitration that has involved the organization	
☐	☐	☐	Transparent accounts of all schools' past organizational and operational performance (additional due diligence conducted by CPS did not surface any additional information)	

Domain 6: Management Organizations (MOs)

Key Question: Does the proposal provide a plan and evidence for how the proposed MO will contribute to the overall success of the school? Does the proposal provide appropriate oversight structures?

Section 6.1: MO Contract

The draft MO agreement clearly articulates the terms and scope of services provided by the MO.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	A description of the MO selection process and criteria that the founding or existing board used to assess the MO's academic, financial, and organizational track record	
☐	☐	☐	Evidence that the founding or existing board conducted appropriate additional due diligence on the MO prior to the application submission	
☐	☐	☐	Clearly articulated contract terms clarifying the relationship, roles, and responsibilities of the proposed school's Board, the MO, and school administration and staff	
☐	☐	☐	A draft MO contract that does the following:	
☐	☐	☐	• Clearly describes the services to be provided by the MO	
☐	☐	☐	• Identifies the compensation to be paid for MO services	
☐	☐	☐	• Clearly articulates financial controls and oversight	
☐	☐	☐	• Provides methods of contract oversight and enforcement	
☐	☐	☐	• Provides conditions for contract renewal or termination	
☐	☐	☐	• Establishes the primacy of the charter contract over the MO contract	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	• Identifies the proposed school's Board as the party ultimately responsible for the school	
☐	☐	☐	• Defines the MO as a service provider	
☐	☐	☐	• Prohibits a third party from selecting, approving, employing, compensating, or serving as school governing board members	
☐	☐	☐	• Requires the school governing board to select, retain, and compensate the school attorney, accountant, and audit firm	
☐	☐	☐	• States that no MO staff can be simultaneously employed by the charter school	
☐	☐	☐	• Provides terms to avoid conflicts of interest between the board and MO	
☐	☐	☐	• Requires that all materials purchased with public funds are property of the school, not the MO	
☐	☐	☐	A clearly articulated compensation and/or fee structure for MO services	
☐	☐	☐	An explanation of the MO's role in selecting the school leader, who employs the school leader, and whether the school leader reports to the MO	

Section 6.2: MO Oversight

The proposal provides reasonable and enforceable plans for the board to monitor the MO's performance and hold it accountable for meeting defined performance benchmarks.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	A description of the process that the board will use to monitor MO performance, which should discuss:	
☐	☐	☐	• Quantitative performance indicators	
☐	☐	☐	• Consequences if performance benchmarks are not met	
☐	☐	☐	• Regular evaluation procedures	
☐	☐	☐	• Scheduled renewal decision making by the school's Board	
☐	☐	☐	Clear acknowledgment of the board's capacity to terminate the relationship with the MO if necessary	

Section 6.3: MO's Past Organizational and Financial Performance

The applicant demonstrates a track record opening and operating fiscally sound and legally compliant schools. The operator has acted as a good faith partner with other schools and districts with whom it has contracted.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	In the case that any schools have been placed on fiscal probation, had their contract terminated, voluntarily closed, have not been renewed by their authorizer, voluntarily exited a partnership, or failed to open, an explanation of the circumstances surrounding these incidents and how the MO responded to each situation	
☐	☐	☐	In compliance with Illinois law, proper disclosure of any known active civil or criminal investigations into any member of the operator's governing body, including any investigation by a local, state, or federal law enforcement agency	
☐	☐	☐	An explanation of the details of any litigation or arbitration that has involved the MO	
☐	☐	☐	Transparent accounts of all schools' past organizational and operational performance (additional due diligence conducted by CPS did not surface any additional information)	

Tier III Application and Addendum Questions

Domain 1: Community Engagement and Support

Key Question: Has the applicant conducted robust engagement and garnered authentic parent and community support, establishing a strong foundation for opening and operating a school with engaged and empowered families and communities?

Section 1.5: Ongoing Community Outreach and Engagement

The proposal reflects continued robust engagement with parents, community members and constituents to garner support and establish an engaged community around the proposed school.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	Significant progress against the established community engagement plan goals and milestones, and meaningful new learning and connections to the communit(ies) they seek to serve.	
☐	☐	☐	All critical stakeholders (parents, students, community residents, key community organizations and leaders, elected officials, etc.) were offered opportunities to participate and partner in the proposed school in a variety of meaningful ways.	
☐	☐	☐	Evidence that the applicant team furthered their outreach to reach new audiences and stakeholders, and deepened engagement with those already involved in conversations around the proposed school:	
☐	☐	☐	• Evidence that the design team participated in various meetings, events, and/or volunteer opportunities to build new relationships and deepen learning between the design team and community	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	• Documentation of a variety of meetings, activities and events that the design team hosted with critical stakeholders to provide mechanisms for partnership, collaboration, and participatory decision-making	
☐	☐	☐	• Documentation of ongoing efforts to broadly inform community residents, neighbors, parents, business, organizations, faith and community leaders, and the general public of the proposed new school.	
☐	☐	☐	• Applicant provided evidence of engagement with neighborhood councils, block clubs, faith communities and neighborhood-based committees/groups.	
☐	☐	☐	Evidence that the design team has continued to openly receive, and thoughtfully consider, community members input and feedback on the proposed school. Response includes an update on key feedback/input received from community members with an explanation of which were incorporated into plans for the proposed school or not, and why.	
☐	☐	☐	An open and honest acknowledgement and reflection on any community or stakeholder opposition to the proposed new school.	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	Evidence the design team has a refined understanding of what community members identify as the existing assets and needs of the targeted communit(ies), and what community stakeholders identify as the impacts the proposed school would have on the community as a whole. An evolved discussion of how the proposed school would build on these assets and help meet identified needs in the context of the community.	
☐	☐	☐	A comprehensive description and evidence of at least one applicant-hosted community meeting that was attended by community residents and provided opportunities for discussion and feedback/input on the proposed school.	
☐	☐	☐	• The community meeting was designed to reduce any barriers to participation by community members and any specific target audience groups.	
☐	☐	☐	• The community meeting had a clear purpose and agenda, and helped the design team meet at least one of their community outreach and engagement goals.	

Section 1.6: Community and Family Support

The applicant has demonstrated that there is sufficient student demand to meet enrollment targets and widespread community support for the proposed school.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	Evidence that collectively presents a compelling case that students will choose to attend the school and the school will meet enrollment targets, including:	
☐	☐	☐	• A sufficient number of letters of intent to enroll for age-eligible children that comprise at least half of the first-year enrollment capacity	
☐	☐	☐	• A compelling collection of personalized letters outlining why parents/guardians of age-eligible children believe the school would be a good fit for their child and an asset to the community	
☐	☐	☐	Evidence that the community understands and supports the school opening in its community, which may include:	
☐	☐	☐	• A description of the key supporters and champions of the proposed school in the neighborhood. Key supporters and champions include community members, parents and other critical stakeholders, and collectively are representative of the proposed school's anticipated students, families and community.	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	• Letters of support from a variety of stakeholders, including community-based organizations, businesses, leaders, elected officials, and community members, that demonstrate the school has garnered widespread support	
☐	☐	☐	If any partnerships are integral to implementing the school model: A draft contract with a specific scope of services.	
☐	☐	☐	Evidence of having conducted all three methods of outreach to all of the aldermen, state representatives, and state senators in the intended recruitment boundary, including:	
☐	☐	☐	• Sending formal notification of the proposed new school	
☐	☐	☐	• Requesting a meeting (or listing meetings already held)	
☐	☐	☐	• Attending the aldermen's ward nights	
☐	☐	☐	A clear vision for how the proposed school will positively contribute to the community, outlining any services, resources, programs, or volunteers that the school will offer to families and/or community members	
☐	☐	☐	The evidence provided builds on the compelling case of an otherwise unmet need the proposed school seeks to address, and that the proposed school is both an appropriate fit to meet this need and has garnered sufficient parent and community support	

Section 1.7: Updated Facilities

The proposed facility option(s) reflect identified space requirements and are viable and available in the proposed opening timeline.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	A clear and complete description of each site, including the address, owner, and previous use.	
☐	☐	☐	An explanation of how the proposed facilities reflect the identified space requirements (as evidenced by an adequate number of classrooms, specialized spaces, and administrative spaces) and are viable and available in the proposed opening timeline	
☐	☐	☐	A facilities plan that includes a cost estimate for each location, evidence of interest from each facility's owner(s), and clearly articulates a plan for completing necessary renovations, including:	
☐	☐	☐	• Construction estimates and timelines,	
☐	☐	☐	• potential funding sources, and	
☐	☐	☐	• plans to achieve ADA compliance	
☐	☐	☐	A plan to appropriately address any risks associated with the proposed sites	
☐	☐	☐	A clear timeline for securing one of two viable and available independent facilities, or one fully secured facility, that will feasibly permit school use in time for the school's opening	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	If the proposed site(s) will not accommodate the projected space needs throughout the entire five-year period of the contract: A reasonable facility plan to meet space needs thereafter, including a discussion of risks and contingency plans	

Tier IV Application and Addendum Questions

Domain 1: Community Engagement and Support

Key Question: Has the applicant conducted robust engagement and garnered authentic parent and community support, establishing a strong foundation for opening and operating a school with engaged and empowered families and communities?

Section 1.8: Continued Community Outreach & Support Materials

The proposal has improved its compelling rationale that the proposed school will effectively serve the targeted student population(s) and community, and will have a dynamic and engaged community of support if approved to open.

Section Rating

☐ Meets the Standard	☐ Partially Meets the Standard	☐ Does Not Meet the Standard

Criteria & Findings

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	Evidence of significant, authentic outreach and regular community engagement. The applicant made significant progress against the established engagement plan, by reaching additional stakeholders and furthering engagement with those already participating in the conversation	
☐	☐	☐	The applicant team prioritized ongoing outreach and engagement efforts to critical stakeholder groups (parents, community members, community leaders, prospective staff, students, etc.), and has demonstrated additional support among these groups and individuals	
☐	☐	☐	A discussion of how the applicant teams' community engagement efforts to-date informed a plan for ongoing robust community engagement through the incubation and school opening, if approved	

Met	Partially Met	Not Met	Criteria	Findings, Notes, Questions (Provide Page #s for Reference)
☐	☐	☐	The applicant outlines continuing opportunities for community residents to partner with the proposed school in meaningful ways	
☐	☐	☐	An open acknowledgement of any existing, new or ongoing opposition to the proposed school, and thoughtful reflection on this opposition and its implications	
☐	☐	☐	Additional letters of support (or other evidence of support) demonstrating growing support among a variety of stakeholder groups for the proposed school in the community	