



Williamson County Board Work Session

April 14, 2022 6:00 PM

Support Services Building - Professional Development Room

1. Call to Order

2. Consent Agenda

- a. Approval of March 21, 2022 School Board Meeting Minutes
- b. Recommendation for Field Trip Fee Requests

3. Superintendent's Report (45 minutes)

Jason Golden

- a. Introduction of Proposal of 2022-23 Early Release Plan (to be considered for May meeting)
- b. Planning and Zoning Department Presentation

4. Operations Report (5 minutes)

5. Board Chair Report (10 minutes)

Nancy Garrett

6. New Business

- a. Approval of Out of County Tuition Rate for Full Time Employees Jason Golden
- b. Approval of Facilities Use Fee Schedule (Board Policy 3.206) (Annual Agenda Item) Jason Golden
- c. Board Policies - First Reading (10 minutes) Dana Ausbrooks
 - I. 4.600 Report Cards and Grading Systems
 - II. 4.6051 Credit Requirements for Graduation
 - III. 6.309 Zero Tolerance Offenses
- d. Founder's Charter School Application Jason Golden
- e. Approval to Close Discovery Virtual K-8 for the 2022-2023 School Year Jason Golden
- f. Approval of Coding I Instructional Material Waiver Request
- g. Approval of Tenure Recommendations (Annual Agenda Item) Jason Golden

7. Monthly Reports & Miscellaneous Information

- a. End of the Month Financial Report (March)
- b. Purchasing Report (March)
- c. Founder's Charter School Application Additional Documents
- d. WCS Communication Plan 2022
- e. Overnight Field Trips No Cost



Williamson County School Board Meeting
March 21, 2022 6:30 PM
Williamson County Administrative Complex - Auditorium

Attendance Taken at 6:31 PM.

Mrs. Jennifer Aprea:	Present
Mr. Joshua Brown:	Present
Mr. Dan Cash:	Present
Ms. Sheila Cleveland:	Present
Mrs. Angela Durham:	Present
Mrs. Candace Emerson:	Absent
Mr. Jay Galbreath:	Present
Mrs. Nancy Garrett:	Present
Mr. KC Haugh:	Present
Mr. Eliot Mitchell:	Present
Mr. Eric Welch:	Present
Mr. Rick Wimberly:	Present

Present: 11, Absent: 1.

1. Call to Order

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

2. Items of Particular Public Interest (Public Comment)

The following individuals spoke during public comment.

Tori Keafer spoke about One Generation Away.

Mallory Hampton spoke about out-of-county tuition for staff.

3. Approval of Agenda

Madam Chair Garrett presented the agenda for approval.

Motion Passed: Motion by Mr. Eric Welch to approve. A second was made by Mr. Joshua Brown.

Mrs. Candace Emerson:	Absent
Mrs. Nancy Garrett:	Yes
Mr. Joshua Brown:	Yes
Mrs. Angela Durham:	Yes
Mr. Dan Cash:	Yes
Mr. Eliot Mitchell:	Yes
Mrs. Jennifer Aprea:	Yes
Mr. Jay Galbreath:	Yes
Ms. Sheila Cleveland:	Yes
Mr. Rick Wimberly:	Yes
Mr. Eric Welch:	Yes
Mr. KC Haugh:	Yes

Yes: 11, Nay: 0, Absent: 1

4. Approval of Consent Agenda

Madam Chair Garrett presented the consent agenda for approval.

Motion Passed: Motion by Mr. Rick Wimberly to approve. A second was made by Ms. Sheila Cleveland

Mrs. Candace Emerson: Absent

Mrs. Nancy Garrett: Yes

Mr. Joshua Brown: Yes

Mrs. Angela Durham: Yes

Mr. Dan Cash: Yes

Mr. Eliot Mitchell: Yes

Mrs. Jennifer Aprea: Yes

Mr. Jay Galbreath: Yes

Ms. Sheila Cleveland: Yes

Mr. Rick Wimberly: Yes

Mr. Eric Welch: Yes

Mr. KC Haugh: Yes

Yes: 11, Nay: 0, Absent: 1

Approval of School Board Meeting Minutes

Board Policies - Second Reading

3.210 Naming Facilities

6.306 Interference/Disruption of School Activities

6.500 Student Receiving Special Education Services

Recommendation for Field Trip Fee Requests

5. Communications to the Board

a. Superintendent's Report

Superintendent Golden thanked the individuals who spoke during public comment. Golden stated that the revenue from teacher tuition does not drive our budget, it is a County Commission standard. He spoke about the budget for the 2022-23 school year. Golden talked about the budget process, including the revenue sources for the budget. Golden shared that the focus of the budget was pay increases for teachers and staff and mental health supports with additional people, based on the goals given by the School Board.

i. Student, Staff and School Spotlights

In Student Spotlights, high school media students were recognized for their success at the Tennessee High School Press Association (THSPA) Awards. Brentwood High WBHS 9 students won the Mark Madison Best TV Station, and the BHS football crew won the Best Sports Coverage of a Live Event. Brentwood High's Eliza Linney won Best Commercial, and she and Noah True won Best News Package. Brentwood High students Courtney Stanley and Warren Coffman won the Best Sports Video. Their teacher is Ronnie Adcock. From Franklin High, Anna Raye Jones won Best Videographer, and Clay Tillman won Best TV Reporter. Their classmate Graham Wynn won the Best Video category. They are taught by Keri Thompson. From Independence High, Hooper, Katie Heithcock and David Ross won the Best Sports Picture Yearbook category. They are taught by Laura Kim. Also from Independence, Nat Finley won the Best Music Video award. She is taught by Matt Balzer. Ravenwood High's Ryann Moody, Ana Laura Morales and Simone Jones won the Best Public Service Announcement category. Their teacher is Megan Sanchez. In athletics, five WCS students were named State champions at the Tennessee Secondary School Athletic Association (TSSAA) State Wrestling Tournament. Independence High's Brooklyn Long won the girls 138-pound division, and Ravenwood High's Kaylen Thomas won the girls 132-pound division. Two Fairview High students earned State titles: Jacob Clevenger in the boys 182-pound division and Kendrick Curtis in the boys 220-pound division. Finally, Jarvis Little from Summit High won the boys 120-pound division.

In Staff Spotlights, Ravenwood High teacher Katerina Bandy is the Tennessee Geographic Alliance's Geography Teacher of the Year. WCS Coordinated School Health Supervisor Mandi Thompson is the Tennessee Department of Education's Mid-Cumberland Regional Coordinator of the Year.

b. Board Chair Report

Madam Board Chair Garrett did not have a report.

6. New Business

a. Approval of the 2022-2023 School Budget

i. General Purpose School Fund

Madam Chair Garrett called upon Superintendent Golden, who recommended approval of the General Purpose School Fund for the 2022-2023 School Year in the amount of \$467,182,046.

Motion Passed: Motion by Mr. Eliot Mitchell to approve. A second was made by Mr. Rick Wimberly.

Mrs. Candace Emerson:	Absent
Mrs. Nancy Garrett:	Yes
Mr. Joshua Brown:	Yes
Mrs. Angela Durham:	Yes
Mr. Dan Cash:	Yes
Mr. Eliot Mitchell:	Yes
Mrs. Jennifer Aprea:	Yes
Mr. Jay Galbreath:	Yes
Ms. Sheila Cleveland:	Yes
Mr. Rick Wimberly:	Yes
Mr. Eric Welch:	Yes
Mr. KC Haugh:	Yes

Yes: 11, Nay: 0, Absent: 1

ii. Central Cafeteria Fund

Madam Chair Garrett called upon Superintendent Golden, who recommended approval of the Central Cafeteria Fund for the 2022-2023 School Year in the amount of \$19,522,056.

Motion Passed: Motion by Mr. Eliot Mitchell to approve. A second was made by Mr. KC Haugh.

Mrs. Candace Emerson:	Absent
Mrs. Nancy Garrett:	Yes
Mr. Joshua Brown:	Yes
Mrs. Angela Durham:	Yes
Mr. Dan Cash:	Yes
Mr. Eliot Mitchell:	Yes
Mrs. Jennifer Aprea:	Yes
Mr. Jay Galbreath:	Yes
Ms. Sheila Cleveland:	Yes
Mr. Rick Wimberly:	Yes
Mr. Eric Welch:	Yes
Mr. KC Haugh:	Yes

Yes: 11, Nay: 0, Absent: 1

iii. Extended School Program Fund

Madam Chair Garrett called upon Superintendent Golden, who recommended approval of the Extended School Program Fund Budget for the 2022 - 23 school year in the amount of \$5,841,165.

Motion Passed: Motion by Mrs. Jennifer Aprea to approve. A second was made by Mr. Eric Welch.

Mrs. Candace Emerson:	Absent
Mrs. Nancy Garrett:	Yes
Mr. Joshua Brown:	Yes
Mrs. Angela Durham:	Yes
Mr. Dan Cash:	Yes
Mr. Eliot Mitchell:	Yes
Mrs. Jennifer Aprea:	Yes
Mr. Jay Galbreath:	Yes
Ms. Sheila Cleveland:	Yes
Mr. Rick Wimberly:	Yes
Mr. Eric Welch:	Yes
Mr. KC Haugh:	Yes

Yes: 11, Nay: 0, Absent: 1

iv. Capital Requests

Madam Chair Garrett called upon Superintendent Golden, who recommended approval of the Capital Requests Fund Budget for the 2022 - 23 school year in the amount of \$12,514,650.

Motion Passed: Motion by Mr. Dan Cash to approve. A second was made by Mr. Eliot Mitchell.

Mrs. Candace Emerson:	Absent
Mrs. Nancy Garrett:	Yes
Mr. Joshua Brown:	Yes
Mrs. Angela Durham:	Yes
Mr. Dan Cash:	Yes
Mr. Eliot Mitchell:	Yes
Mrs. Jennifer Aprea:	Yes
Mr. Jay Galbreath:	Yes
Ms. Sheila Cleveland:	Yes
Mr. Rick Wimberly:	Yes
Mr. Eric Welch:	Yes
Mr. KC Haugh:	Yes

Yes: 11, Nay: 0, Absent: 1

b. Board Policies - First and Final Reading

i. 1.102 Board Members Legal Status

Madam Chair Garrett called upon Superintendent Golden, who recommended approval of Board Policy 1.102 Board Members Legal Status on first and final reading.

Motion Passed: Motion by Ms. Sheila Cleveland to approve on first and final reading. A second was made by Mr. KC Haugh.

Mrs. Candace Emerson:	Absent
Mrs. Nancy Garrett:	Yes
Mr. Joshua Brown:	Yes
Mrs. Angela Durham:	Yes
Mr. Dan Cash:	Yes
Mr. Eliot Mitchell:	Yes
Mrs. Jennifer Aprea:	Yes
Mr. Jay Galbreath:	Yes
Ms. Sheila Cleveland:	Yes
Mr. Rick Wimberly:	Yes
Mr. Eric Welch:	Yes
Mr. KC Haugh:	Yes

Yes: 11, Nay: 0, Absent: 1

ii. 4.401 Textbook Selection and Adoption

Madam Chair Garrett called upon Superintendent Golden, who recommended approval of Board Policy 4.401 Textbook Selection and Adoption on first and final reading.

Motion Passed: Motion by Mr. KC Haugh to approve on first and final reading. A second was made by Mr. Eric Welch.

Mrs. Candace Emerson:	Absent
Mrs. Nancy Garrett:	Yes
Mr. Joshua Brown:	Yes
Mrs. Angela Durham:	Yes
Mr. Dan Cash:	Yes
Mr. Eliot Mitchell:	Yes
Mrs. Jennifer Aprea:	Yes
Mr. Jay Galbreath:	Yes
Ms. Sheila Cleveland:	Yes
Mr. Rick Wimberly:	Yes
Mr. Eric Welch:	Yes
Mr. KC Haugh:	Yes

Yes: 11, Nay: 0, Absent: 1

c. Approval of Special Course Application (Annual Agenda Item)

Madam Chair Garrett called upon Superintendent Golden, who recommended approval of Special Course Application (Annual Agenda Item).

Motion Passed: Motion by Mr. Eric Welch to approve. A second was made by Mrs. Jennifer Aprea.

Mrs. Candace Emerson: Absent
Mrs. Nancy Garrett: Yes
Mr. Joshua Brown: Yes
Mrs. Angela Durham: Yes
Mr. Dan Cash: Yes
Mr. Eliot Mitchell: Yes
Mrs. Jennifer Aprea: Yes
Mr. Jay Galbreath: Yes
Ms. Sheila Cleveland: Yes
Mr. Rick Wimberly: Yes
Mr. Eric Welch: Yes
Mr. KC Haugh: Yes
Yes: 11, Nay: 0, Absent: 1

d. Approval of High School Courses (Annual Agenda Item)

Madam Chair Garrett called upon Superintendent Golden, who recommended approval of High School Courses (Annual Agenda Item).

Motion Passed: Motion by Mr. Dan Cash to approve. A second was made by Mrs. Jennifer Aprea.

Mrs. Candace Emerson: Absent
Mrs. Nancy Garrett: Yes
Mr. Joshua Brown: Yes
Mrs. Angela Durham: Yes
Mr. Dan Cash: Yes
Mr. Eliot Mitchell: Yes
Mrs. Jennifer Aprea: Yes
Mr. Jay Galbreath: Yes
Ms. Sheila Cleveland: Yes
Mr. Rick Wimberly: Yes
Mr. Eric Welch: Yes
Mr. KC Haugh: Yes
Yes: 11, Nay: 0, Absent: 1

7. Adjournment

There being no further business, Madam Chair Garrett adjourned the meeting at 7:48 pm.

Chairperson

Superintendent

School Board Field Trip Approval Report

(Field Trips With Student Fees over \$100)

Trip ID	Trip Date	Return Date	Approved	Origin	Trip Name	Trip Type	Activity Type	#	Destination
34371	4/22/2022	4/27/2022	3/22/2022	Brentwood High	ICDC	CTE Trip	Career/Technical - DECA 6		Atlanta Convention Center
Notes/Fees over100. \$200 per IHS student. IHS will meet at Brentwood High School at 4pm to ride charter bus to Atlanta.									
34295	5/4/2022	5/8/2022	3/22/2022	Brentwood High	2022 VRC World High School	Academic Field Trip	9th - 12th grade	13	Kay Bailey Hutchinson Convention Ctr Dallas
Notes/Fees over100 - Cost \$2,400. Registration Fees for two (20 BHS VRC Teams paid by BHS: \$2,400. Parents will either carpool (10 hr drive) or pay for plane tickets to and from Dallas; and, pay for hotel accommodations (4 nights) and meals. Travel URL: https://www.teamtravelsource-facilities.com/vex-robotics									
34464	5/6/2022	5/8/2022	3/31/2022	Brentwood Middle	BMS Quiz Bowl	Academic Field Trip	Quiz Bowl	12	Hyatt Regency O'Hare
Notes/Fees over100 Cost per child is \$160 for the registration. All student's parents have accepted responsibility for lodging and transportation of their children.									
33553	3/3/2022	3/5/2022	3/2/2022	Centennial High	DECA State	CTE Trip	Career/Technical - DECA 20		Chattanooga Convention Center
Notes/Fees over100. CTE to Schedule TransportationCost Per Student 150.00 Take to Chattanooga, drop off, return to run the PM route, then go back to Chattanooga									
33554	4/3/2022	4/6/2022	3/10/2022	Centennial High	FBLA State	CTE Trip	Career/Technical-Progran 19		Chattanooga Convention Center
Notes/Fees over100. CTE To Arrange TransportationCost Per student 150.00									
34067	4/7/2022	4/10/2022	3/10/2022	Centennial High	Youth in Govt	Academic Field Trip	Youth in Government	10	Double Tree Hotel
Notes/Fees over100. \$375 per student. No driver needed.									
34259	4/22/2022	4/27/2022	3/29/2022	Centennial High	DECA ICDC	CTE Trip	Career/Technical - DECA 10		Atlanta Conv. Ctr
Notes/Fees over100. Cost to student estimated \$200.CTE to Arrange Transportation.									
33943	3/30/2022	4/2/2022	3/25/2022	Franklin High	FIRST Robotics Competition	Academic Field Trip	9th - 12th grade	14	Knoxville Robotics Regional Contest
Notes/Fees over100 \$150/student, no bus needed, students will be driving with parents.									
34344	4/7/2022	4/7/2022	3/25/2022	Franklin High	Franklin High Youth in Gov	Academic Field Trip	Youth in Government	67	Doubletree Hotel Nashville
Notes/Fees over100. \$375 per student									
34317	4/23/2022	4/27/2022	3/29/2022	Franklin High	DECA ICDC	CTE Trip	Career/Technical - DECA 6		Atlanta Conv. Ctr
Notes/Fees over100. \$650 per student, Stop for food and restroom breaks are required									
34257	4/22/2022	4/27/2022	3/22/2022	Page High	DECA ICDC 2022	CTE Trip	Career/Technical - DECA 17		Atlanta Convention Center
Notes/Fees over100 \$500 per student and fundraising to off set cost. Page High DECA account will pay advisor costs initially and submit for reimbursement from WCS CCTE.									
33648	3/30/2022	4/2/2022	3/23/2022	Ravenwood High	TSA State Conference	CTE Trip	Career/Technical TSA	20	Chattanooga Convention Center
Notes/Fees over100. Cost/student = \$75.00 + a maximum of \$200.00 for the hotel; Once the number of students going has been confirmed, the hotel cost per student will be adjusted; CTE to arrange transportation.									
34105	3/31/2022	4/3/2022	3/4/2022	Summit High	Youth in Government	Academic Field Trip	Youth in Government	6	Legislative Plaza Downtown
Notes/Fees over100- \$400 Per Student approximately.									
34066	4/22/2022	4/27/2022	3/4/2022	Summit High	SHS DECA ICDC	CTE Trip	Career/Technical - DECA 5		Atlanta Convention Center
Notes/Fees over100. Number of students is an estimate. Hotel is not known right now. Cost per student not to exceed \$800 (registration, hotel, food, etc.). School store will cover some cost but without knowledge on hotel we cannot be too accurate on cost. CTE will handle transportation set up. We will be traveling with all other CTE DECA groups in WCS. Because of location and time of leaving and departure, we may have to have charter bus instead of school bus. April Jackson in CCTE office will handle.Personal number for questions for Rebekah Brashier is 901-605-6100									



MEMORANDUM

DATE: 4-12-2022

TO: Williamson County Board of Education

FROM: Jason Golden, Superintendent

RE: Late Start/Early Release Days

Each year, traditionally in May, the Board votes on what has come to be known as “Power Mondays”. The focus of this time has been on team planning for teachers, focusing on implementing professional learning communities (PLC’s). This job-embedded time allows our teachers to collaboratively evaluate student progress on grade level standards and create timely interventions and enrichment opportunities to meet individual student needs.

In recent years, those days have been limited to Middle and High Schools, but prior years have included a mix of some elementary schools, some years with just high schools, etc. Last year’s Board vote established 27 late start “Power Mondays” of 45 minutes each for Middle and High Schools. That time has been found in the calendar based on the following standard, with the key calendar change highlighted below:

- Standard required hours for schools in TN – 6.5 hours a day.
- WCS’ time: 7 hours a day for 177 days– stockpiling 30 minutes each day for 5310 minutes (inclement & instruction)
- We use 3 days for instruction (max allowed) and 10 days for inclement days = 5070 minutes (390 minutes per day)
- 240 minutes of inclement minutes left unused.
- Secondary schools currently have an additional 7 minutes per day of school for 177 days for Late Start = 1239 minutes (27 late starts). See 2021-2022 School Start Times.

Consideration of Adding Elementary Schools to Schedule for 2022-23:

With a much higher priority on team collaboration than ever before and the success of this time for secondary schools improving instruction through use of this time for Professional Learning Communities (PLC’s, with common planning, development of common assessments, analysis of student mastery of specific standards, etc.), our elementary school leaders are

requesting that this additional planning time be added to elementary calendars for next year. After discussion and review of prior pilots at elementary schools, we found three key considerations for elementary schools:

- Transportation and child care considerations should be a priority.
- With elementary schools currently starting as late as 8:50 am, late starts may not be as good for students as early releases.
- We should consider reducing the number of days from the current 27.

Draft Proposal for Vote at May, 2022 Board Meeting:

We have a draft proposal that we anticipate bringing to you for vote in May, following our traditional schedule in May, as follows:

- Switch late start days to early release days.
- Increase the elementary school day by 7 minutes.
- Reduce the current 27 days to 11, increasing the time for each from 45 minutes to 112 minutes, to use the 7 minutes.
- Early release days are to be Wednesdays. – No Early Childhood students are at school, fewer extracurricular activities on Wednesdays.

Proposed Early Release Dates – 112 minutes each (1232 total minutes, 7 minutes added to the day)

Student Early Release Dates

Aug. 24

Sep 7, 21

Oct. 26

Nov. 9, 30

Jan. 11, 25

Feb. 8

Mar. 8, 29

Transportation Plan:

- Buses run when school is released.
- SACC hours continue, with SACC students going to SACC when school is released.
- Additional child care is to be provided by each school through the end of the regular school day schedule for those students who cannot go home early.

Please carefully consider this proposed change over the next few weeks and ask any questions of our leadership team in preparation for the May Board meeting.



Williamson County Schools Open-Zoned Schools 2022-23 School Year

BOARD POLICY 1.703 : SCHOOL ATTENDANCE AREAS, ZONING AND NONRESIDENT STUDENTS
&
T.C.A. SECTION 49-2-128 (DATED MAY 18, 2021)

Talking Points

2

- Historical Open-Zone process
- Changes required by the Tennessee Open Enrollment Law
- Change in Board Policy 1.703
- Criterion applied to the current Open-Zone schools list
- Current Applications for Out-of-Zone
- Lottery Process

Historic Approach to All Out-of-Zone Requests

3

- Out-of-Zone approvals granted to continue through the highest grade level of the school.
- Board approves list of schools available for open zoning, with the determined numbers of spaces available.
- Deadline to submit open-zone requests was May 15.
- Only schools with space available in the feeder pattern were approved for open zoning, with a typical maximum number of available spaces at a school of 25.
- CHS is the only school that usually filled all of their 25 available spaces. All other schools did not reach their maximum number.
- A waitlist was maintained up to the first day of school.

Changes Adopted for 2022-23 School Year

4

Changes in state law (T.C.A. 49-2-128) effective May 2021 for SY 2022-23

- LEAs must identify available space at all schools for open zone opportunity.
- Allows LEAs to reserve a “reasonable” number of spaces for various situations.
- Does not specify how LEAs are to make available space determinations.
- Requires a lottery process be established in the event requests exceed the number of available spaces.
- Does not specify what the lottery process should look like.
- Requires list of available spaces be posted on the website for 14 days prior to accepting applications.
- Requires the open enrollment period to be at least 30 days.
- WC School Board changed deadline to apply to April 15 from May 15. Application window February 1 – April 15, 2022.

Criteria Used to Determine Available Spaces for WCS Schools

5

- Schools with ongoing construction, or adjacent to schools with ongoing construction, do not have available spaces until construction is completed. (BHS, BMS, PHS, PMS, RHS, SHS)
- Schools already over or close to stated building capacity are not open-zoned (CGES, CSES, LVES, MCES, NES, TSES, MCMS, TSMS, WMS, INHS)
- Most schools were given a nominal number of reserved spaces to ensure room for new students moving into the zone, or special needs/circumstances that may come up.

Number in Lottery Status as of April 14

6

Open-Zoned School	Available Open-Zoned Spots	Number in Lottery Status
Allendale	116	10
Bethesda	30	1
Chapmans Retreat	67	3
Clovercroft	69	11
Crockett	42	1
Edmondson	36	8
Fairview ES	70	5
Grassland ES	266	3
Heritage ES	32	11
Hillsboro ES	32	10
Hunters Bend	270	4

Number in Lottery Status as of April 14

7

Open-Zoned School	Available Open-Zoned Spots	Number in Lottery Status
Jordan	109	11
Kenrose	76	2
Lipscomb	61	4
Oak View	62	11
Pearre Creek	42	4
Scales	29	6
Sunset ES	74	2
Trinity	40	10
Walnut Grove	112	6
Westwood	95	2
Winstead	34	2

Number in Lottery Status as of April 14

8

Open-Zoned School	Available Open-Zoned Spots	Number in Lottery Status
Fairview MS	119	0
Grassland MS	210	26
Heritage MS	157	6
Legacy MS	333	10
Spring Station MS	43	30
Sunset MS	130	8
Centennial HS	98	17
Fairview HS	215	2
Franklin HS	94	93
Nolensville HS	30	14

Week of April 18

No School Lottery Required

9

- Planning & Zoning Department checks status of each open-zoned school.
- If no lottery is necessary, parent receives email through *Scrib Choice* stating the student has a seat in the open-zoned school.
- Parent logs into *Scrib Choice* account and accepts or rejects the seat at the requested school.
- If parent accepts the seat, Planning & Zoning Department changes the school path field, and the out of zone school is ready to enroll the student.

Week of April 18

School Lottery Required

10

- If the number of requests for a school exceeds the spots available, a lottery is required.
- The names and *Scrib Choice* order number will be exported into Excel.
- Random.org's sequence generator will be used to assign a number to each student.
- The numbers are then sorted smallest to largest.
- The parents of students who receive a seat in the open-zone school receive an email through *Scrib Choice*.

Week of April 18

School Lottery Required

11

- Parent logs into *Scrib Choice* account and accepts or rejects the seat at the requested school.
- If parent accepts the seat, Planning & Zoning Department changes the school path field, and the out of zone school is ready to enroll the student.
- Remaining students receive an email stating they are waitlisted.
- The waitlist is maintained up to the first day of the 2022-23 school year.

Questions?



MEMORANDUM

DATE: 4-12-2022

TO: Williamson County Board of Education

FROM: Jason Golden, Superintendent

RE: Staff out of county tuition rate

At the February, 2022 Board Meeting, the Board voted to continue the staff tuition rate at \$3,850, with no increase since 2015. After discussion that began at the March, 2022 Board Meeting, I am recommending a reduction for the 2022-23 school year to \$2,000. This significant reduction will be the first major reduction since 2009. It will give the Board and Commission insight into staff interest while giving significant relief to the 108 full time employees who currently choose WCS while living out of county.



MEMORANDUM

April 7, 2022

TO: Williamson County Board of Education
CC: Jason Golden, Superintendent of School
Mark Samuels, P.E., Assistant Superintendent of Operations
FROM: Eric J. Gardner, P.E., Director of Facilities & Construction
RE: Use of Facilities Fees Recommendation

Each year, and in keeping with our strategic plan, a review of the fees for use of facilities, by outside organizations, is made. The last time a fee increase was implemented for use of facilities was in April 2021. The increased fee helped offset increased costs incurred by WCS for utilities, insurance, and custodial services.

At present WCS does not charge a fee for use of outdoor facilities. We proposed a fee for outdoor use of facilities in 2018 however, the School Board position was not to charge for outdoor usage.

WCS provides supervision at facilities used by outside organizations. The Building Supervisor pay rate is \$17.68/hr and has not changed for several years. We are recommending that the Building Supervisor pay rate is raised \$1.00/hr (consistent with the mid-year raise approved in February 2022) to \$18.68/hr. Concurrently, we are recommending that the fee for Building Supervision for indoor facility use be raised \$1.00/hr to \$21.50/hr.

REQUEST FOR USE OF WILLIAMSON COUNTY SCHOOLS & FACILITIES BY COMMUNITY ORGANIZATIONS		Central Office Use ID NUMBER _____
School to be Used: _____		
Purpose of Use: _____	Expected Attendance _____	
Organization Name: _____	Title in _____	
Request Made By: _____	Organization _____	
Mailing Address: _____ City _____ Zip _____		
Cell Number: _____ E-Mail _____		
BUILDING USAGE **PLEASE FILL THIS FORM OUT IN ITS ENTIRETY**		
Date & Days of Use _____	S M T W TH F ST ☐ ☐ ☐ ☐ ☐ ☐ ☐	
Reoccurring Use _____	S M T W TH F ST ☐ ☐ ☐ ☐ ☐ ☐ ☐	
Weekly on: _____	1st 2nd 3rd 4th 5th S M T W TH F ST ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	
Reoccurring Use _____	Monthly on: _____	
Starting Date _____	Ending Date _____	
Starting Time _____ AM _____ PM	Ending Time _____ AM _____ PM	
FEE SCHEDULE - If applicable *DO NOT LEAVE BLANK*		
Area(s) Needed		
☐ Classroom(s) Room #s _____	\$16 per day per room	\$ _____
Limited classroom use per board policy		
☐ Auditorium	\$296 per day	\$ _____
Stage Light ☐ Y ☐ N	One fee for either or both	\$100 plus personnel fee
Sound System ☐ Y ☐ N		
☐ Gymnasium	\$302 per day	\$ _____
☐ Auxiliary Gym (High Schools Only)	\$302 per day	\$ _____
☐ Gym for Jr. Sports Groups Only	\$19 per hour (Max \$302 per day)	\$ _____
☐ Stadium/Track/or other Game Field		\$ _____
☐ Tennis		\$ _____
☐ Campus (Outside Building)		
☐ Cafeteria (This is for the seating area only)	\$19 per hour (Max \$135 per day)	\$ _____
Kitchen (This is for the serving line area and main kitchen)		
(One WCS kitchen staff member must be present when the use of the kitchen is requested. They must be present for the entire time you request use of the kitchen. This cost will be determined by each school site.) Recommended to be increased to \$21.50/hr		
☐ Supervision - Required		
☐ Building Supervision See Note 1	\$20.50 per hour (incl tax)	\$ _____
Name of Supervisor _____	☐ Check if supervisor is waiving fees.	
☐ Custodial Services	Check here if needed	☐
*Custodial service based on actual time for (for cleaning as needed and determined by contractor		\$ _____
TOTAL ESTIMATED FEE		\$ _____
Note 1: When multiple rooms are used, supervision is calculated on one room. Supervision for outside as required		
MAKE PAYMENT TO: WILLIAMSON COUNTY SCHOOLS, 1320 West Main Street, Suite 202, Franklin, TN 37064 No funds shall be paid individually to any employee or individual school for use of facilities. Hold Harmless Clause on page 2 must be completed. See page 2 for policy and procedures.		

Williamson County Board of Education

Monitoring:

Review: Annually, in
November

Descriptor Term:

Report Cards and Grading Systems

Descriptor Code:

4.600

Issued Date:

04/19/21

Rescinds:

4.600

Issued:

10/19/20

1 REPORT CARDS

2 The Superintendent shall develop an administrative procedure to establish a system of grading and
3 assessment for evaluating and reporting student progress in conjunction with Tennessee academic
4 standards for grades K-12.

5 The report cards shall indicate the information necessary to communicate effectively with the parents
6 concerning their child's academic progress, conduct and attendance.

7 When a student's academic performance or behavior noticeably or suddenly changes, the teacher shall
8 promptly inform the parents, maintain a record of the contact, and make an effort to have a conference
9 with the parent. Parents will receive interim progress reports or other notification whenever a
10 significant change in performance occurs or whenever a student is failing.

11 Report cards communicating student academic progress or status (grades) and attendance will be
12 provided to parents on a regular basis (9 weeks).

13 Teachers may use supplemental reports to communicate additional progress as appropriate.

14 K-1 STANDARDS-BASED GRADING SCALE

15 The student consistently demonstrates understanding and application of the standard.

16 The student is making progress toward the standard.

17 The student is not making progress toward the standard

18 GRADES 2- 12 NUMERICAL GRADING SCALE:

19	<u>Grade</u>	<u>Grade Range</u>
20	A	91 – 100
21	B	81 – 90
22	C	72 – 80
23	D	70 – 71
24	F	0 – 69
25	I	Incomplete (must be removed during the next grading period)
26	P/F	Credit by Examination

Numerical grades may be used for tests and other daily or weekly work that is readily quantifiable and shall be used on report cards. Only **LETTER GRADES** (A, B, C, etc.) will be used on high school transcripts. No plus (+) or minus (-) notations will be used on high school transcripts.

WEIGHTED GRADES: For Advanced Placement (A.P.) and International Baccalaureate (I.B.) courses, teachers will add five (5) percentage points to the first semester period grade. For the second semester, the student must sit for the exam in order to earn five (5) percentage points for the second semester. For Honors *and Pre-AP* courses, including middle school courses taught at high school honors level, teachers will add three (3) percentage points to each semester period grade.

For courses that include an opportunity for industry certification, teachers will add four (4) percentage points for the first semester. For the second semester, students must sit for the appropriate exam in order to earn the four (4) additional percentage points.

For local and statewide dual credit courses, students will receive four (4) additional percentage points for each semester. For the second semester, students must sit for the appropriate exam in order to earn the four (4) additional percentage points.

I.B. Math Studies shall be treated as an Honors, not an A.P. / I.B. course for GPA and weighting purposes.

High School courses taken by middle school students will receive honors credit only if taught at the honors level.

Middle school students taking high school honors courses and courses taken during high school for college credit, online course, and other courses specifically designated as pass/fail in the high school course approved list will be recorded on the high school transcript as pass/fail (p/f) with no GPA value.

GPA CALCULATION FOR HIGH SCHOOL COURSES:

<u>Grade</u>	<u>Value</u>	<u>Regular</u>	<u>Honors/<i>Pre-AP</i></u>	<u>Statewide/Local Dual Credit/AP/IB</u>
A	91 – 100	4	4.5	5
B	81 – 90	3	3.5	4
C	72 – 80	2	2.5	3
D	70 – 71	1	1.5	2
F	0 – 69	0	0	0

This weighted grading scale shall be used for all official purposes including report cards, GPA, honor roll, etc., except the Lottery /Hope Scholarship described below.

TENNESSEE UNIFORM GRADING SCALE FOR LOTTERY/HOPE SCHOLARSHIP: State law requires that students applying for lottery scholarships and other state scholarship funds be evaluated utilizing the State's uniform grading scale, listed below:

1	A	93 -- 100
2	B	85 -- 92
3	C	75 -- 84
4	D	70 -- 74

5 **COLLEGE ADMISSIONS:** For purposes of communicating with college admissions offices and
6 scholarship granting agencies, grade point averages (GPA) will be calculated.

7 **HONORS RECOGNITION:**

8 The weighted GPA will be calculated on all course work using the Williamson County Grading Scale.
9 GPA will also be calculated using the Tennessee Uniform Grading Scale for Lottery/Hope Scholarship
10 purposes. Both the Williamson County weighted GPA and the Tennessee Uniform GPA will appear on
11 the transcript.

12 Williamson County Schools will not rank students numerically.

13 For the purposes of honors recognition WCS will use the following Latin System:

14 Summa Cum Laude 4.25 and above

15 Magna Cum Laude 4.00-4.24

16 Cum Laude 3.75-3.99

17 Valedictorian and Salutatorian will be chosen using the following criteria:

18 Student must qualify for the highest Latin System honor awarded in the respective school.

19 Student must sit for the AP /IB exam for every course in which enrolled and must achieve a score of 3
20 or above on 75% of the AP / IB exams taken.

21 Student will participate in at least 20 hours of community service during their four years of high
22 school.

23 Students must earn the highest overall ACT composite for their graduating class. The highest ACT is
24 considered the valedictorian(s) and the second highest is considered the salutatorian(s).

Legal References

1. TCA 49-6-407

Cross References

- 4.212 Driver Education
4.604 Credit for Prior Courses
4.605 Graduation Requirements
4.6051 Credit Requirements for Graduation
6.709 Student Fees and Fines

Williamson County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Credit Requirements for Graduation	Descriptor Code: 4.6051	Issued Date: 10/21/19
		Rescinds:	Issued:

The following units of credit shall be required for graduation. Students shall complete the required core curriculum and the additional path requirement. All students shall enroll in six credit classes each year in high school unless exempted. Exemptions to the six-credit class requirement not covered by an I.E.P. or §504 plan shall be submitted in writing to the Superintendent for approval.

CORE CURRICULUM

	Units of Credit
English Language Arts	4
Mathematics	4
Science	3
Social Studies	3
Wellness	1
Physical Education	.5
Personal Finance	.5
Sub-Total	16.0

The High School Transition Policy (2010) requires students to take a mathematics course each year while in high school to complete a 4-credit core that must include Algebra I, Geometry, Algebra II, (or equivalent of these courses), and one advanced math course. These courses must appear on the student's transcript.

Students shall be required to complete 3 units of Science credit including the following: Biology I, Chemistry or Physics, and a third lab science.

Students shall be required to complete 3 units of Social Studies credit including the following: United States History; World History and Geography, European History AP, or Human Geography AP; Economics; and U.S. Government.

Certain CTE substitutions may be used to fulfill graduation requirements in accordance with TDOE approved course substitutions.

JROTC substitutions: Two credits of JROTC may substitute for one credit of Lifetime Wellness and .5 credit of Physical Education. Three credits of JROTC may substitute for .5 credit of Personal Finance, and .5 credit of U.S. Government provided the teacher meets the requirements set out in federal and state requirements.

The .5 Physical Education requirement may be met by substituting a documented and equivalent time of physical activity in marching band, JROTC, cheerleading, dance team, TSSAA interscholastic athletics, or athletics for high school students which are under the management of a Tennessee not-

for-profit entity and which are approved by the Superintendent and other areas approved by the Board. A TDOE approved dance course may substitute for the .5 Physical Education credit if not utilized as a Fine Art credit.

ADDITIONAL PATH REQUIREMENTS

	Units of Credit
World Language*	2
Fine Arts*	1
Elective Focus**	3
Sub-Total	6
TOTAL	22.0

*Students not planning to attend a university may request a waiver of the world language ~~and/or fine arts~~ requirements to expand and enhance their elective focus. Approval of such should come from the Office of the Assistant Superintendent for Middle and High Schools.

**The elective focus may be Science and Math, Humanities/Fine Arts, AP/IB, Military Science or CTE. WCS students completing a CTE elective focus shall be required to earn a minimum of 3.0 credits from a single career cluster as designated by TDOE. Academic Intervention may also be available as an elective focus for students with an Individualized Education Plan (IEP) or those who qualify to receive English Language Learner (ELL) services.

Individual high schools may set additional credit requirements with only approval from the Board. These requirements shall be listed on each school's website.

WILLIAMSON COUNTY SCHOOLS RESIDENTS PARTICIPATING IN A FOREIGN EXCHANGE PROGRAM

Williamson County students who participate as a foreign exchange student will not receive high school credits for a foreign exchange experience absent a special exception which may be granted by the Superintendent upon request by an individual student. Determination shall be made on an individual basis.

HIGH SCHOOL COURSE CREDIT

Limits on the amount of high school course credit that may be earned for students following a traditional four-year graduation plan are as follows:

1. A maximum of ten (10) credits may be earned during a full calendar (12 months) year.
2. A maximum of eight (8) credits may be earned during a regular academic (180-day school calendar) year.
3. A maximum of two (2) credits may be earned during a full summer.
4. A maximum of six (6) credits, cumulative throughout high school career, may be earned in summer school to be counted for meeting graduation requirements.
5. A maximum of six (6) credits during the high school career may be earned through a credit recovery program. Students who have attempted and failed a semester in certain course(s) may be approved to earn credit through the credit recovery program. Administrative guidelines will

- 1 establish parameters for earning credit through this program. On the student's transcript, "CR"
2 will be listed by the course name to indicate the course was completed through credit recovery.
3 6. Any exception to this policy must be requested in writing. The request must be approved in
4 writing by the principal and the Superintendent and reported to the Board.

5 Limits on the amount of high school course credit for students on an approved Fast Track option to
6 early graduation are as follows:
7

- 8 1. A maximum of eleven (11) credits may be earned during a full calendar (12 months) year.
9 2. A maximum of nine (9) credits may be earned during a regular academic (180-day school
10 calendar) year.
11 3. A maximum of three (3) credits may be earned during a full summer.
12 4. A maximum of nine (9) credits, cumulative throughout high school career, may be earned in
13 summer school to be counted for meeting graduation requirements.
14 5. Any exception to this policy must be requested in writing. The request must be approved in
15 writing by the principal and the Superintendent and reported to the Board.

16 **FOCUSED PLAN OF STUDY:**

17 Each 8th grade student, parent/guardian and faculty advisor or school counselor will jointly prepare
18 an initial four-year plan of study. By the end of the 10th grade, the student, parent/guardian and school
19 will focus this plan to ensure completion of the program of study and transition to post-secondary study
20 and work. This plan will be reviewed annually by the student and faculty advisor or school counselor
21 and revised as appropriate.

22 **HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL:**

23 WCS high school courses taken before high school will receive high school credit by passing (grade 70
24 or above) both semesters of the course and will be recorded as Pass/Fail with no grade point (GPA)
25 value. The following WCS courses have been approved to be taught before high school and receive
26 high school credit: Algebra I, Geometry, Principles of Manufacturing and Level I World Languages.
27 If taught at the honors level, these courses will count towards the Williamson County Honors Diploma.
28 Additional high school courses will not be taught at the middle school level absent a special exception
29 which may be granted by the Superintendent of Schools or designee upon request. Determinations
30 shall be made on an individual basis.

31 **ASSESSMENTS:** Students, other than exempted seniors, will be required to take either state,
32 district, or teacher-developed final examinations in core high school courses or exams provided by
33 College Board or the International Baccalaureate Program. State End of Course (EOC)
34 examinations or teacher-developed tests will be administered in all other core
35 courses. Grades will incorporate state-provided exam results at the minimum weight allowed by
36 the Tennessee State Board of Education. Locally-provided exam results will be incorporated into
37 student grades at the same weight as state-provided exam results.

38 **COLLEGE COURSES:** Courses taken for college credit will be recorded as Pass/Fail with no grade
39 point (GPA) value. Students enrolled in state-wide dual credit courses will receive traditional grades

on both their report cards and transcripts. Results from the dual credit challenge exam will appear as a separate entry on student transcripts.

ONLINE COURSES: Enrollment in online courses should occur in consultation with the student's high school counselor and should be approved by the school principal or designee *prior to enrollment*. The student must pass the class under the standards established by an accredited institution offering the course. The course will be entered on the high school transcript *using the same letter grade and GPA assigned by institution awarding the credit.* ~~as pass/fail with no grade point (GPA) value unless taken through the WCS Online Learning Program.~~

Legal References

1. TRR/MS 0520-01-03-.06(4)(a)

Cross References

Promoting Student Welfare 6.400

Williamson County Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Zero Tolerance: Drugs, Drug Paraphernalia, Alcohol, Weapons, and Assault	Descriptor Code: 6.309	Issued Date: 11/18/19
		Rescinds: 6.309	Issued: 06/19/14

ZERO TOLERANCE OFFENSES¹

State law and/or the Williamson County Board of Education has classified certain offenses as requiring a mandatory one calendar year suspension upon a determination by the Principal that a student has committed one of these offenses commonly referred to as zero tolerance offenses. The following are offenses that automatically result in a suspension of one calendar year, except as otherwise prohibited by federal law for students with disabilities. On a case-by-case basis the Superintendent of Schools may modify the one-year suspension for:

1. **DRUGS.**² Students shall not unlawfully possess, handle, transmit, use, be under the influence of, share, or sell drugs or any controlled substances in any way in school buildings, on school grounds, or on other grounds used for school purposes, (including parking lots or athletic facilities), on school buses, or at any school sponsored activity. “Drug” means any controlled substance, marijuana, legend drug or any other substance whose possession or use is regulated in any manner by any governmental authority. Exception: Use of tobacco products is not a zero tolerance offense. See policy 1.803 (Tobacco-Free Schools).
2. **DRUG PARAPHERNALIA.**² Students shall not possess, handle, transmit, use, share or sell drug paraphernalia in any way in school buildings, on school grounds, or on other grounds used for school purposes (including parking lots or athletic facilities), on school buses, or at any school sponsored activity. For purposes of this policy, “drug paraphernalia” shall be as defined in T.C.A. §49-6-4202(3).
3. **ALCOHOL.** Students shall not possess, handle, transmit, use, be under the influence of, share or sell alcohol in school buildings, on school grounds, or other grounds used for school purposes (including parking lots or athletic facilities), school buses or at any school sponsored activity.
4. **WEAPONS.** Students shall not possess, handle, transmit, use or attempt to use firearms or any dangerous weapon in school buildings or on school grounds, or on any grounds used for school purposes at any time, or in school vehicles and/or buses or off the school grounds at a school-sponsored activity, function or event.
5. **ASSAULT.** Students shall not physically assault or verbally threaten to assault any school employee or school resource officer while on a school bus, on school property, or on other grounds used for school purposes, or while attending any school activity or event.

REASONED JUDGMENT OFFENSES

State law and the WCBOE have identified other zero tolerance offenses that, depending on the individual circumstances, may warrant “reasoned” judgment by the Principal in assigning punishment. These offenses may result in suspensions ranging from twenty (20) days to one calendar year based upon the circumstances and other factors in each case.

1. ASSAULT. Students shall not physically assault or verbally threaten to assault a student, school volunteer or any school visitor while on a school bus, on school property, or on other grounds used for school purposes, or while attending any school activity or event.
2. POSSESSION OF WEAPONS OTHER THAN FIREARMS.² State law allows the school administrator to use ‘reasoned’ judgment when determining the punishment for the possession, use, handling and/or transmission of items that may be classified as weapons other than firearms. The definition of a weapon is a broad one since any object that could be used to inflict harm or injury to other falls into that category. In determining punishment, the Principal will consider the object determined to be the weapon, the circumstances surrounding the incident, and the intent of the student charged with the weapons offense when making his decision. The Principal may assign punishment, including suspension, based on these considerations of up to one calendar year.
3. OTHER INSTRUMENTS AND SUBSTANCES. Students are further forbidden to be in possession of or use any instruments or substances, including but not limited to nonprescription drugs, chemicals, inhalants, pencils, scissors, razors or compasses, with the intent to do harm to self or others or in a manner which renders the item dangerous in school buildings or on school grounds, or on any grounds used for school purposes at any time, or in school vehicles and/or buses or off the school grounds at a school-sponsored activity, function or event.

NOTE: Graduating Seniors who commit a “reasoned” judgment offense that occurs with fewer than 30 school days remaining in the school year shall be allowed to perform community service in the school, (five (5) hours equals one day), to be completed before August 1, to fulfill any remaining unserved suspension days.

ADMINISTRATIVE PROCESSING

1. If an investigation indicates that a student may have violated this policy, the Principal of the school shall notify the student’s parent or guardian and the appropriate law enforcement officials as required by law.
2. The Principal shall recommend placement in the Alternative Learning Center.³
3. The Principal shall notify the appropriate local law enforcement agency.
4. All contraband shall be given to the local law enforcement agency.

5. Hearing: the student and parent have access to an administrative hearing under the provisions of Section IV below. During the suspension period, the student shall not be permitted to attend or participate in extra-curricular activities.

APPEAL

1. Within five (5) days of the date of the suspension an appeal must be requested in writing.
2. The Disciplinary Hearing Authority shall consist of three county administrators named by the Superintendent of Schools or designee from among the following: Directors or any Secondary School Principal. The student's Principal will not be a member of the hearing authority. The Disciplinary Hearing Authority must include the Student Support Services Director *and/or designee* if the student has been verified as having a disabling condition. The Superintendent of Schools or designee will serve as the non-voting chairman of the hearing authority and will be responsible for scheduling the hearing, conducting the hearing, and preparing the written findings of the Disciplinary Hearing Authority.
3. The hearing shall be held no later than ten (10) days after the beginning of the suspension. The notice of the time and place of this hearing shall be given in writing to the parent and Principal or assistant principal by the Superintendent of Schools or designee.
4. After the hearing, the Disciplinary Hearing Authority may:
 - a. Affirm the decision of the Principal;
 - b. Order removal of the suspension/expulsion unconditionally;
 - c. Order removal of the suspension/expulsion upon such terms and conditions as it deems reasonable within the policies of the Board and State law;
 - d. Recommend the student to the Alternative Learning Center; or
 - e. Suspend/expel the student from any school or assign to ALC for a specified period of time.
5. A written record of the proceedings, including a summary of the facts and the reasons supporting the decision, shall be made by the Disciplinary Hearing Authority.
6. Only after exhausting appeal procedures, the Principal or the student (or his parents) may request review by the Board of Education. The appeal to the Board must be presented to the Superintendent of Schools in writing within five (5) days after the date of the Disciplinary Hearing Authority hearing. Absent a timely appeal, the decision shall be final.
7. After a review of the record, the Board may:
 - a. Affirm the decision of the hearing authority,
 - b. Modify the decision to a lesser penalty, or
 - c. Grant or deny a hearing before the Board of Education. If a hearing is granted, the Board may:
 - i. Affirm the decision of the hearing authority, or

- 1 ii. Modify the decision in any manner, including imposing a lesser or more severe
2 penalty than that of the hearing authority.

3 The action of the Board of Education shall be final.

4 Note: Notwithstanding anything herein to the contrary, if the student is determined to have knowingly
5 violated the zero tolerance prohibition against firearms, drugs, drug paraphernalia, or assault on a
6 school employee or School Resource Officer and has been given fair due process procedures, only the
7 Superintendent of Schools may modify the one calendar year suspension from school.

8 **NOTICE**

9 The Principal shall post a summary of this policy and related school discipline procedures within the
10 school, include it in the school's student handbook and refer parents to the Williamson County
11 Schools' on-line handbook.

Legal References

1. TCA 49-6-3401(g); TCA 39-17-1309; TCA 49-6-4209; 18 U.S.C.921
2. TCA 49-6-4202
3. TCA 49-6-3402

Cross References

Interrogations & Searches 6.303
Student Suspension/Expulsion 6.316

1320 West Main Street, Suite 202
Franklin, Tennessee 37064-3700
Phone (615) 472-4000
Fax (615) 472-4190
Website: <http://www.wcs.edu>



MEMORANDUM

TO: Williamson County School Board

FROM: Leigh Webb, Assistant Superintendent of Secondary Schools

CC: Jason Golden, Superintendent

DATE: April 5, 2022

RE: Founders Classical Academy K-12 Charter Application Recommendation

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

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

Based on this eight-week review, the committee makes the following recommendations regarding the Founders Classical Academy K-12 Charter application:

Three categories of the application:

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

Based on this review, the charter school review committee does not recommend approval of the Founders Classical Academy K-12 charter application.

3.1 & 3.2	3.3	Summary	4.1
Does Not	Does Not	Does Not	Does Not/NA
Meets	Does Not	Meets	Does Not/NA
Does Not	Does Not	Does Not	Does Not/NA
Does Not	Does Not	Does Not	Does Not/NA
Does Not	Does Not	Does Not	Does Not/NA
Does Not	Does Not	Does Not	Does Not/NA
Does Not	Does Not	Does Not	Does Not/NA
Does Not	Does Not	Does Not	Does Not/NA
Does Not	Does Not	Does Not	Does Not/NA
Does Not	Does Not	Does Not	Does Not/NA
Does Not	Does Not	Does Not	Does Not/NA
Does Not	Does Not	Does Not	Does Not/NA
Does Not	Does Not	Does Not	Does Not/NA
Does Not	Does Not	Does Not	Does Not/NA

				Summary Totals	
Does Not - 13	Does Not - 14	Does Not - 13	Does Not/NA - 14	355	Does Not
Partially - 0	Partially - 0	Partially - 0	Partially - 0	89	Partially
Meets - 1	Meets - 0	Meets - 1	Meets - 0	4	Meets
				14	NA
				462	Total

Founder's Classical Academy K- 12 Charter School

Review Committee Recommendation
Classical Approach to Education, Requested Opening – Fall 2023

April 2022

Committee Members

- Leigh Webb, Assistant Superintendent of Secondary
- Jay Galbreath, Board Member for the 6th District
- Juli Oyer, Assistant Superintendent of Elementary (note-taker)
- Mark Samuels, Assistant Superintendent for Operations
- Laura LaChance, Executive Director for Elementary
- Vickie Robbins, Assistant Finance Director
- Janet Alexandrow, Elementary Principal
- Eric Lifsey, Middle Principal
- Kevin Keidel, High Principal
- Laurette Carle, Executive Director, Teaching Learning and Assessment
- Jenny Lopez, Curriculum Director
- Adam Christopher, Maintenance Director
- Angela Mull, Community Member
- Emmaline Whitson, Community Member

Timeline

- **February 4th:** Committee Orientation, 11:30 a.m. - 12:30 p.m.
- **February 17th:** Application Review by Subcommittee, 8 - 11 a.m.
- **February 22nd:** Application Review/Section Summaries, 12 - 3 p.m.
- **March 7th:** Application Review/Section Summaries, 8 -11 a.m.
- **March 10th:** Meeting with Founders Team, 8 - 9:30 a.m.
- **March 24th:** Individual Scoring Rubric & Review, 12 - 3 p.m.
- **April 1st:** Final Q & A for Rubric and Rubric Findings Review, 1 – 2 p.m.
- **April 14th:** School Board Work Session, 6:00 p.m.
- **April 18th:** School Board Meeting, 6:30 p.m.

Scoring the Application

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as “Meets or Exceeds the Standard.” Committee members rated the responses by applying the rating guidance below.

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

Quality Charter Authorizing Standards State Board of Education Policy 6.111

- The State Board of Education has adopted Quality Charter Authorizing Standards in Policy 6.111.
- An application that merits a recommendation for approval should satisfy the criteria in each section of the scoring rubric.
- Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

SECTION 1:

Academic Plan Design and Capacity

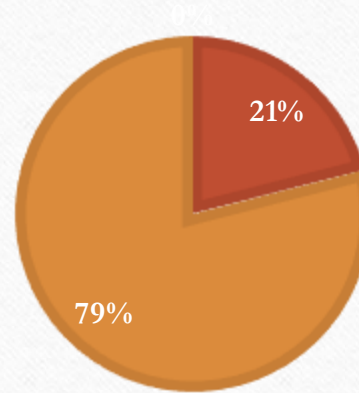
ACADEMIC PLAN DESIGN AND CAPACITY SUMMARY

Indicators:

- School Mission & Vision
- Enrollment Summary
- Academic Focus & Plan
- Academic Performance Standards
- High School Graduation and Postsecondary Readiness
- Assessments
- School Calendar & Schedule
- Special Populations & At-Risk Students
- School Culture & Discipline
- Recruitment & Enrollment
- Parent & Community Engagement & Support

SECTION 1 SCORES

■ Meets or Exceeds ■ Partially Meets ■ Does Not Meet



Meets/Exceeds 0, **Partially 3**, Does Not 11

Feedback:

- Lack of correlation to TN state standards, TN laws, and implementation within TN specifically
- Lack of specifics on the targeted student population, Williamson County student learning needs, and how they could close achievement gaps for our student population

Committee Recommendation for Section 1: **Does Not Meet Standard**

SECTION 2:

Operations Plan and Capacity

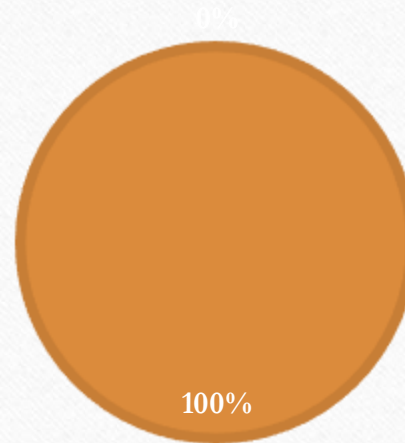
OPERATIONS PLAN AND CAPACITY

Indicators:

- Governance
- Start-Up Plan
- Facilities
- Personnel/ Human Capital
- Professional Development
- Insurance
- Transportation
- Food Service
- Additional Operations
- Waivers

SECTION 2 SCORES

■ Meets or Exceeds ■ Partially Meets ■ Does Not Meet



Meets/Exceeds 0, Partially 0, **Does Not 14**

Feedback:

- Plan in general lacked specifics and some sections and/or attachments were left blank
- Lack of defined facility space for the needs of the school and activities
- Heavy reliance on philanthropy to solve facilities shortfalls
- No reliable or robust transportation, food services, nursing, or IT network plans
- No awareness of waivers that will be required from Tennessee law/ standards.
- Fallback facility locations are inadequate for the scope of the school plan
- Omissions and confusions within the non-discrimination statements

Committee Recommendation for Section 2: **Does Not Meet Standard**

SECTION 3:

Financial Plan and Capacity

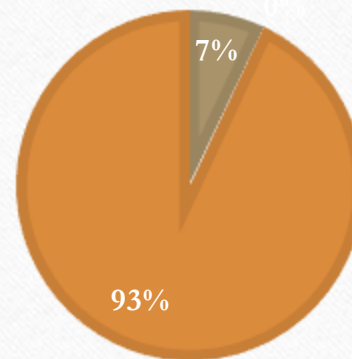
FINANCIAL PLAN AND CAPACITY

Indicators:

- Charter School Financing
- Network Financial Plan

SECTION 3 SCORES

■ Meets or Exceeds ■ Partially Meets ■ Does Not Meet



Meets/Exceeds 1, Partially 0, Does Not 13

Feedback:

- Responsive Ed will be the Charter Management Organization, financial statements were included which demonstrated a strong financial position in Texas and Arkansas
- The budget appears incomplete and missing detail required for the in-depth evaluation prescribed by the rubric
- Facility budget is not realistic, network budget is vastly lower than compared to WCS
- Interview responses did not resolve concerns about lack of sufficient start-up funds for facility and operational needs.
- No source of the philanthropy was identified during the interview process.

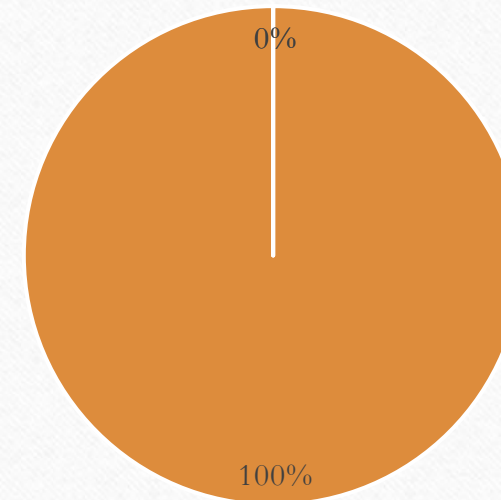
Committee Recommendation for Section 3: **Does Not Meet Standard**

Overall Summary Score & Recommendation

Indicators:

- Academic Plan Design and Capacity
- Operations Plan and Capacity
- Financial Plan and Capacity

OVERALL SCORES



■ Meets or Exceeds ■ Partially Meets ■ Does Not Meet

Committee Recommendation for Overall Application: **Does Not Meet Standard**

1320 West Main Street Suite 202
Franklin, Tennessee 37064-3700
Phone (615) 472-4000
Fax (615) 472-4190
Website: <http://www.wcs.edu>



MEMORANDUM

DATE: 4-12-2022

TO: Williamson County Board of Education

FROM: Jason Golden, Superintendent

RE: Recommended Closure of Discovery K-8 Virtual School

I recommend closure of our Discovery K-8 online school after the 2021-2022 School Year.

- As you may recall, we established an online program in Fall 2020 during the early stages of the COVID Pandemic. That school year, State regulations changed to require an approved online school rather than a program with continued enrollment at an existing school, if students were to attend virtual classes full-time. We started the school a year earlier than we originally planned, due to that change in the State regulations. At that time, we discussed that there was a possibility that enrollment might at some point lead to it not being feasible.
- At enrollment time in Spring 2021, we had sufficient parent demand to create both a virtual K-8 and a virtual high school. Discovery Virtual K-8's enrollment this Fall was 343. At close of the enrollment period for 2022-23, fewer than 90 students have committed. Approximately 75% of the current students are choosing to return to an on-campus school.
- With 9 grade levels and fewer than 90 students expressing interest, there aren't enough enrolled students in the classes for the school to be good for the students, the faculty and staff or the district. Grade level interest ranges from a low of 3 to a high of 17. For many classes, we cannot be confident that we can staff full time teachers, given the varied licensures required for content areas.
- On March 28, we notified faculty and parents of the low interest and our plan to recommend closure of the school for next year, to give them as much advance notice as possible.
- Vanguard High School's numbers are better. There are 140 full-time Vanguard Virtual students enrolled for next year and 4691 semester seats requested by traditional high school students for next year. With high school teachers teaching sections based on student choices, staffing is appropriate. In addition, 9-12 is asynchronous which allows much more flexibility in scheduling teachers in all content areas and many teachers are choosing to teach some online classes and some traditional in-person classes which helps ensure we are meeting the needs of this population at the high school level.

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MEMORANDUM

Date: April 18, 2022

To: Williamson County School Board

From: Dave Allen Ed.D
Assistant Superintendent of Teaching, Learning, and Assessment

Cc: Jason Golden
Superintendent

RE: Coding I Instructional Material Waiver Request

Coding I is a College, Career and Technical Education course offered at 7 Williamson County High Schools. In this course, students are introduced to logic tools and programming techniques to create programming applications. The current state approved textbook is too far behind the industry standard to be useful for this course. It lacks the content depth and application tasks necessary for students to excel.

Tennessee Department of Education and State Board of Education guidance is as follows:

Local Boards of education are required to adopt textbooks and instructional materials from the list of textbooks and instructional materials adopted by the State Textbook and Instructional Materials Quality Commission and approved by the State Board of Education. However, T.C.A 49-6-2206 provides "At any time, upon application of the local board of education, the state board of education may waive this restriction when, in the state board's judgment, the unique or unusual needs of the school system require it."

Due to the rapidly evolving skills necessary and unique learning applications needed in this course we are asking for WCS Board approval to submit a waiver request allowing our teachers to use their preferred instructional resource from eDynamic Learning. WCS staff has conducted a curriculum crosswalk and submit the instructional materials for Coding in eDynamic Learning meet the state academic standards for the Coding I course.

Staff recommends approval.

1320 West Main Street Suite 202
Franklin, Tennessee 37064-3700
Phone (615) 472-4000
Fax (615) 472-4190
Website: <http://www.wcs.edu>



MEMORANDUM

TO: Williamson County School Board

FROM: Vickie Hall, Assistant Superintendent of Human Resources

DATE: April 18, 2022

RE: Teachers Recommended for Tenure

Please see the attached teachers recommended for tenure for the 2020-2021 school year.

At the end of the 2020-2021 school year, the following educators met the requirements for tenure eligibility pursuant to TCA 49-5-503. Eligibility is generally met when an educator has completed the statutory probationary period of five (5) school years or not less than forty-five (45) months within the last seven-year (7) period, with the last two (2) years being employed in a regular teaching position and has received evaluations demonstrating an overall performance effectiveness level of “above expectations” or “significantly above expectations” as provided in the evaluation guidelines adopted by the state board of education pursuant to TCA 49-1-302, during the last two (2) years of the probationary period (*) or during the last two years in which LOE scores were available.

ALLENDALE ELEMENTARY

ERIN UPPINGHOUSE
KATEY SHARBER
LAUREN LEFFEW
LORI THOMPSON
LUIS VALENCIA
MELISSA DAVIS
MEREDITH HOUSEL

BETHESDA ELEMENTARY

APRIL FLYNN
CASSIE WEST
ELISA PENA
MEGAN LEE
REBECCA BARKER
REBECCA SMITH

BRENTWOOD HIGH

ADRIENNE KLINEFELTER
EDITH KELSEY
KATHLEEN KULPA
MARIA PUTMAN

BRENTWOOD MIDDLE

KYLE BURTON
LESLIE MILLER
MICHAELINE HARRISON
WHITNEY MAYS

CENTENNIAL HIGH

CLAYTAN BONDY
CYNTHIA MCCONNELL
EMILY HARRIS
JENNIFER LIVEZEY

CHAPMANS RETREAT ELEMENTARY

KENDALL WITTSTRUCK
SALLY VIA

CLOVERCROFT ELEMENTARY

RACHEL BIGGS

COLLEGE GROVE ELEMENTARY

ALISON KACZMARSKI
AMY DAVIS*
ANGELA HIX
JENNIFER MCLAUGHLIN

CREEKSIDE ELEMENTARY

BRIAN CAMERON
KELLI IVERSON
RACHEL JENNEMAN

CROCKETT ELEMENTARY

ANNE DUVAL
HANNAH FERRELL
KELLI GARDNER

DISCOVERY VIRTUAL K-8

CAELEY PETRUS
ERIC VOLBERT

EDMONDSON ELEMENTARY

ANN MARIE SCHULZ*
ASHLEY HILLIS
CASEY WRIGHT
CLARA CHANDLER
ELAINA GALLAS
KELLEY JOYNER

ELL PROGRAM

CLAUDIA CLASSEN
JEANIE DENNIS

FAIRVIEW ELEMENTARY

EMILY ALLEN
SUSAN WARREN*

FAIRVIEW HIGH

LAURA LOWRY
MELINDA HERMAN

FRANKLIN HIGH

BLAKE LANNOM
DENA LEGGETT
RACHEL BERZINA

GRASSLAND ELEMENTARY

CELIA WHITLER

GRASSLAND MIDDLE

ALLI TAYLOR
GABRIELLE KEY
LISA WHEELER
SUSAN ABELL

HERITAGE ELEMENTARY

AMANDA LISTER
BRENT HARDIN
KARA LINDSEY
MALLORY THOMAS
SHELBY MASHBURN

HERITAGE MIDDLE

AIMEE EDWARDS
AMY STRICKLIN
BRIAN RICHARDSON
STEVEN ENGLE

HILLSBORO ELEM/MIDDLE

ALEXIS RIGGS
ANGELA JETT*
CATHY LOONEY
ELLEN IVES
KARA HITCHEN
LANDON HARDISON

HUNTERS BEND ELEMENTARY

KELLY PEKOVITCH

INDEPENDENCE HIGH

HANNAH SARAGUSA
JENNIFER SOWER
RACHAEL CARSON
STACEY MCBRIDE

INSTRUCTIONAL TECH

RENEE KEELER*

JORDAN ELEMENTARY

ELIZABETH GALAHER
KAITLYNN MEISENHEIMER
WALTER WESTFIELD

KENROSE ELEMENTARY

BENJAMIN DAVISSON
KELLI BARNAT
LINDSEY WEST

LEGACY MIDDLE

GABRIELLA CROFFORD
KRISTIN TRUDEAU

LIPSCOMB ELEMENTARY

HAILEY KORNMAN
MOLLY WILLMORE

LONGVIEW ELEMENTARY

KARI WAMBAUGH
MACY PARTIN

MILL CREEK ELEMENTARY

ADAM DANNER
BRITTANY NAPIER
CODY HAWKS
DEBORA FINCH*
EMILY TRAUTMAN*
JENNIFER KILPATRICK
JESSICA JOHNSON
LAURA LISANBY
LAUREN HAWKS
SHAUNA BLESIE
STACI MILLIGAN
TARA CAPELLA

MILL CREEK MIDDLE

ANGELA HONEYCUTT
JACQUELINE STITT

NOLENSVILLE ELEMENTARY

CHELSEA MONTAGUE
EMILY BAULCH
KARA MATWIJEC
LAUREN JORDAN

NOLENSVILLE HIGH

BENJAMIN EASLEY
ELVIA RODRIGUEZ DE KLYM
ERIC SHELTON
KRISTA VOLPE
LYNDSEY WEATHERFORD
REBECCA LEEPER

OAK VIEW ELEMENTARY

HEATHER VINING
LAUREN DECKER

PAGE HIGH

AMANDA HARBER
LANCE OLIVAS
SARAH SPARKS

PAGE MIDDLE

COLLEEN LOWE
DENISE SCOTT
DONNA OWENS
JENNA ROGERS*
JESSICA TARR
LISA FEAGIN
RODNEY CASH*
TONYA JOHNSON

PEARRE CREEK ELEMENTARY

ANDREA MILLS
JENNIFER CONLEY
JESSICA COTTON
ROBYN RANDALL
SANDRA STEGALL

PROFESSIONAL DEVELOPMENT

ANNE GROOMS

RAVENWOOD HIGH

AMANDA HERRING
DANIELLE DRUMWRIGHT
DOMINIC GREGALI
JOSHUA CRUMM
SHANEE MCGHEE
WENDY WATTS

RENAISSANCE HIGH

BROOKE SMITH
KATHLEEN COTTON*

SCALES ELEMENTARY

ELAINE COYLE
MOLLY CRONIN

SPECIAL EDUCATION

ASHLEY LOOSE
CAPRI LOFARO
CHRISTOPHER NELSON
MALLORY RECKER
MICHELLE KOZIARZ
STEPHANIE HIGGS
TANAHIA NEWMAN

SPRING STATION MIDDLE

ELIZABETH JAWORSKI
HAILEY LANE
KATHERINE ADAMS
KRISTEN MURRAY
MEGIN TURNER
ROBERT DAVIS

SUMMIT HIGH

MIA MONROE

SUNSET ELEMENTARY

LINDSAY GUETH
STACEY JADWIN

SUNSET MIDDLE

CAITLIN VANKEUREN
KELLEY BELL
MARK BAIRD
MITCHELL LANCASTER
SUSAN GEIB

THOMPSON'S STATION ELEMENTARY

ALEXANDRIA LOFT
DANIELLE BARTELMAY
MARIAH UTTZ
RACHEL COMER*
REBECCA CLARK

THOMPSON'S STATION MIDDLE

ANDREA CAGLE
CHRISTOPHER COLALILLO
ELIZABETH CAMPBELL
LAURA DAVIS
LINDSEY WAGNER
MICHELLE CERMAK

TRINITY ELEMENTARY

KELLY STEEB
KEVIN MORRIELLO
KRISTEN KOLODKA

VANGUARD VIRTUAL 9-12

MATTHEW SANDERS

WALNUT GROVE ELEMENTARY

KENNETH HASTINGS

WESTWOOD ELEMENTARY

BETH BASS
ELISE FERRELL

WINSTEAD ELEMENTARY

ASHLYNN SCHRUFF
BETH CONRAD
CYNTHIA SOESBE
ELIZABETH WALLACE*
LUCY PATER

WOODLAND MIDDLE

DEANA STEPANIC
JORDAN GILLILAND
KIMBERLY READY
ROBERT DAVIS

**Educator previously attained tenure and served a two-year probationary period.*



TO: Williamson County Board of Education

FROM: Rachel Farmer, Assistant Superintendent – Finance

rf

SUBJECT: End of Month Financials

DATE: April 14, 2022

Please find attached the activity statements for all of our funds for March 31, 2022. These statements are prior to reconciliation with the trustee.

If you have any further questions, please call me at 472-4022.

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rachel.farmer

Williamson County Schools
YEAR-TO-DATE BUDGET REPORT

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FOR 2022 09

JOURNAL DETAIL 2022 1 TO 2022 13

ACCOUNTS FOR: 141 GENERAL PURPOSE SCHOOL	ORIGINAL ESTIM REV	ESTIM REV ADJSTMTS	REVISED EST REV	ACTUAL YTD REVENUE	REMAINING REVENUE	PCT COLL
40000 REVENUES	-401,416,371	-3,817,390	-405,233,761	-358,717,828.34	-46,515,933.03	88.5%
71100 REGULAR INSTRUCTION	190,394,584	9,562,345	199,956,929	128,978,359.53	70,502,408.06	64.5%
71150 ALTERNATIVE INSTRUCTION	632,424	5,835	638,259	345,028.53	293,027.21	54.1%
71200 SPECIAL EDUCATION INSTRUCTION	60,803,754	2,049,255	62,853,009	40,446,778.81	22,088,463.69	64.4%
71300 CAREER AND TECHNICAL EDUCATIO	8,430,796	926,106	9,356,902	5,249,759.57	3,213,187.94	56.1%
71400 STUDENT BODY EDUC PRGM	1,950,000	0	1,950,000	1,205,411.23	422,264.79	61.8%
72110 ATTENDANCE	497,041	30,158	527,199	363,441.83	163,757.17	68.9%
72120 HEALTH SERVICES	7,218,227	38,809	7,257,036	4,579,014.69	2,672,048.04	63.1%
72130 OTHER STUDENT SUPPORT	13,072,924	1,741,424	14,814,348	8,925,115.55	4,647,670.53	60.2%
72210 INSTRUCTION SUPPORT	13,733,530	346,198	14,079,728	9,040,115.01	4,613,599.12	64.2%
72215 ALTERNATIVE SUPPORT	215,735	8,491	224,226	162,124.82	62,101.18	72.3%
72220 SPECIAL EDUCATION SUPPORT	7,740,680	66,047	7,806,727	5,166,706.91	2,321,139.98	66.2%
72230 CAREER/TECH EDUC SUPPORT	445,931	67,108	513,039	321,754.39	189,107.55	62.7%
72250 TECHNOLOGY	10,394,756	316,224	10,710,980	8,060,322.40	2,393,027.70	75.3%
72310 BOARD OF EDUCATION	15,480,375	-8,490,062	6,990,313	6,157,653.85	758,671.42	88.1%
72320 OFFICE OF SUPERINTENDENT	1,711,573	101,736	1,813,309	1,222,023.79	587,538.09	67.4%
72410 OFFICE OF PRINCIPAL	26,156,133	1,698,411	27,854,544	19,518,508.87	8,336,035.13	70.1%
72510 FISCAL SERVICES	2,070,740	66,779	2,137,519	1,537,070.98	599,808.02	71.9%
72520 HUMAN SERVICES/PERSONNEL	1,960,765	69,507	2,030,272	1,395,442.57	619,329.39	68.7%
72610 OPERATION OF PLANT	20,038,006	33,687	20,071,693	13,239,090.76	4,605,240.34	66.0%
72620 MAINTENANCE OF PLANT	9,748,973	1,010,983	10,759,956	6,512,194.07	2,735,836.13	60.5%
72710 TRANSPORTATION	19,892,776	4,107,834	24,000,610	13,765,741.28	7,344,756.92	57.4%
73300 COMMUNITY SERVICES	1,106,857	14,287	1,121,144	814,038.53	287,402.99	72.6%
73400 EARLY CHILDHOOD/PRE K	882,554	33,622	916,176	550,235.26	363,231.48	60.1%
99100 TRANSFERS OUT	0	550,000	550,000	550,000.00	.00	100.0%
TOTAL GENERAL PURPOSE SCHOOL	13,162,763	10,537,395	23,700,158	-80,611,895.11	93,303,719.84	-340.1%
TOTAL REVENUES	-401,416,371	-3,817,390	-405,233,761	-358,717,828.34	-46,515,933.03	
TOTAL EXPENSES	414,579,134	14,354,785	428,933,919	278,105,933.23	139,819,652.87	

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rachel.farmer

Williamson County Schools
YEAR-TO-DATE BUDGET REPORT

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FOR 2022 09

JOURNAL DETAIL 2022 1 TO 2022 13

ACCOUNTS FOR: 142 SCHOOL FEDERAL PROJECTS	ORIGINAL ESTIM REV	ESTIM REV ADJSTMTS	REVISED EST REV	ACTUAL YTD REVENUE	REMAINING REVENUE	PCT COLL
40000 REVENUES	-8,559,300	-8,278,713	-16,838,013	-5,579,118.57	-11,258,894.51	33.1%
71100 REGULAR INSTRUCTION	693,940	4,141,580	4,835,520	690,569.43	4,133,121.25	14.3%
71200 SPECIAL EDUCATION INSTRUCTION	3,898,689	2,219,786	6,118,475	3,250,492.57	2,046,587.69	53.1%
71300 CAREER AND TECHNICAL EDUCATIO	238,616	-430	238,186	143,883.00	29,007.39	60.4%
72120 HEALTH SERVICES	866,504	19,593	886,097	601,182.04	284,914.96	67.8%
72130 OTHER STUDENT SUPPORT	120,554	768,714	889,269	63,958.03	582,853.00	7.2%
72210 INSTRUCTION SUPPORT	629,718	152,084	781,802	379,006.78	381,525.63	48.5%
72220 SPECIAL EDUCATION SUPPORT	869,238	-6,975	862,263	557,215.02	275,707.24	64.6%
72230 CAREER/TECH EDUC SUPPORT	8,428	430	8,858	6,633.00	2,225.00	74.9%
72710 TRANSPORTATION	800	0	800	443.79	356.21	55.5%
99100 TRANSFERS OUT	1,232,812	983,930	2,216,742	582,174.17	1,634,568.19	26.3%
TOTAL SCHOOL FEDERAL PROJECTS	0	0	0	696,439.26	-1,888,027.95	100.0%
TOTAL REVENUES	-8,559,300	-8,278,713	-16,838,013	-5,579,118.57	-11,258,894.51	
TOTAL EXPENSES	8,559,300	8,278,713	16,838,013	6,275,557.83	9,370,866.56	

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Williamson County Schools
 YEAR-TO-DATE BUDGET REPORT

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FOR 2022 09							JOURNAL DETAIL 2022 1 TO 2022 13	
ACCOUNTS FOR:	143 CENTRAL CAFETERIA	ORIGINAL ESTIM REV	ESTIM REV ADJSTMTS	REVISED EST REV	ACTUAL YTD REVENUE		REMAINING REVENUE	PCT COLL
40000	REVENUES	-14,115,000	0	-14,115,000	-15,464,478.97		1,349,478.97	109.6%
73100	FOOD SERVICE	14,068,454	0	14,068,454	11,470,208.17		855,985.44	81.5%
	TOTAL CENTRAL CAFETERIA	-46,546	0	-46,546	-3,994,270.80		2,205,464.41	8581.3%
	TOTAL REVENUES	-14,115,000	0	-14,115,000	-15,464,478.97		1,349,478.97	
	TOTAL EXPENSES	14,068,454	0	14,068,454	11,470,208.17		855,985.44	

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Williamson County Schools
 YEAR-TO-DATE BUDGET REPORT

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FOR 2022 09

JOURNAL DETAIL 2022 1 TO 2022 13

ACCOUNTS FOR: 146	EXTENDED SCHOOL PROGRAM	ORIGINAL ESTIM REV	ESTIM REV ADJSTMTS	REVISED EST REV	ACTUAL YTD REVENUE	REMAINING REVENUE	PCT COLL
40000	REVENUES	-4,949,050	-56,000	-5,005,050	-4,452,506.46	-552,543.54	89.0%
73300	COMMUNITY SERVICES	4,939,162	56,000	4,995,162	3,187,515.02	1,767,058.38	63.8%
	TOTAL EXTENDED SCHOOL PROGRAM	-9,888	0	-9,888	-1,264,991.44	1,214,514.84	*****%
	TOTAL REVENUES	-4,949,050	-56,000	-5,005,050	-4,452,506.46	-552,543.54	
	TOTAL EXPENSES	4,939,162	56,000	4,995,162	3,187,515.02	1,767,058.38	

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Williamson County Schools
 YEAR-TO-DATE BUDGET REPORT

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FOR 2022 09

JOURNAL DETAIL 2022 1 TO 2022 13

ACCOUNTS FOR: 177	EDUCATION CAPITAL PROJECTS	ORIGINAL ESTIM REV	ESTIM REV ADJSTMTS	REVISED EST REV	ACTUAL YTD REVENUE	REMAINING REVENUE	PCT COLL
40000	REVENUES	-445,225,779	-502,613,957	-947,839,736	-892,575,231.63	-55,264,504.15	94.2%
82330	OTHER DEBT SERVICE	0	2,400,000	2,400,000	2,400,000.00	.00	100.0%
91300	EDUCATION CAPITAL OUTLAY	660,699,867	312,811,872	973,511,739	779,143,240.18	74,473,938.15	80.0%
	TOTAL EDUCATION CAPITAL PROJECTS	215,474,088	-187,402,085	28,072,003	-111,031,991.45	19,209,434.00	-395.5%
	TOTAL REVENUES	-445,225,779	-502,613,957	-947,839,736	-892,575,231.63	-55,264,504.15	
	TOTAL EXPENSES	660,699,867	315,211,872	975,911,739	781,543,240.18	74,473,938.15	

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Williamson County Schools
 YEAR-TO-DATE BUDGET REPORT

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ORIGINAL ESTIM REV	ESTIM REV ADJSTMTS	REVISED EST REV	ACTUAL YTD REVENUE

REMAINING REVENUE	PCT COLL

GRAND TOTAL	228,580,417-176,864,690	51,715,726-196,206,709.54	

114,045,105.14	-379.4%

** END OF REPORT - Generated by Rachel Farmer **

1320 West Main Street, Suite 202
Franklin, TN 37064-3700
(615) 472-4000
fax (615) 472-4190



To: Rachel Farmer *VR*
From: Kirk Elliott
Date: April 4, 2022
RE: Purchasing Report

Contains bid projects conducted during the month of March 2022

The following is a summary of pertinent bid data for inclusion with the Board Materials to be reviewed at the next WCBOE meeting. The summary is in order of ascending bid sequence numbers and not necessarily by date. Pursuant to Board Policy this summary reports recent RFB's (Request for Bids) and RFP's (Request for Proposals) that were administered by the WCS Purchasing Department. As always any purchasing - bid project that may require Board action should appear on the Board Agenda. The projects listed below do not require Board action at the present time and are listed here for your information. If further details are needed please contact the Purchasing Department to review any of the related bid - project files. In addition to the projects listed in this monthly report the WCS Purchasing Department continues to review, approve and process numerous daily purchase orders that encompass day to day operations as well as negotiate renewals of previously bid contracts.

RFB #1278	Water Softener Repair and Replacement at Several Schools	
Project Description	This project is to replace/repair water softeners at several WCS schools.	
Department/Director	Maintenance, Adam Christopher	
Advertised	Thursday, February 10, 2022 in the Tennessean	
Bid Opening	Thursday, March 3, 2022 at 10:30 a.m.	
Bidders Solicited for this Project	Name of Company	Bid Amount
	Advanced Mechanical Contractors	
	Aqua Pure Solutions	disqualified (did not have required plumbing license)
	Blalock Plumbing Electric & HVAC	
	Culligan Water	
	Demand Mechanical	
	Evoqua Water Technologies	
	Hoar Construction	
	Ivey Mechanical Company	
	Jewell Mechanical	
	Kinetico, Inc.	
	Maynard Select	
	Merryman Farr	
	Mid-South Water, LLC	
	Nashville Machine	
	Rock City Machine	disqualified (did not submit required forms)
	S. M. Lawrence	
	The Comfort Group	
	TN Elite Mechanical	\$106,030.00
	TriStar Mechanical	
	U. S. Water Systems	
Awarded	TN Elite Mechanical	

RFP #1280	Cox Road - Triune Area Elementary School	
Project Description	This project consisted of soliciting bids for construction of new Triune Area Elementary	
Department/Director	Facilities & Construction, Eric Gardner	
Architect/Engineer	Jim Pettit, Johnson & Bailey Architects	
Advertised	Thursday, February 10, 2022 in the Tennessean	
Bid Opening	Thursday, March 3, 2022 at 10:30 a.m.	
	Name of Company	Bid Amount
Bidders Solicited for this Project	R. G. Anderson	\$36,987,000.00
	Biscan Construction Co.	\$32,981,000.00
	American Construction	
	Bacar Construction	
	Baron Construction	
	Century Construction	
	Crain Construction	
	Doster Construction	
	Dowdle Construction	
	Eutaw Construction	
	Fellowship Construction	
	Hardcastle Const.	
	Ikon Construction	
	Kerry G. Campbell Const.	
	R. C. Mathews Construction	
	Rock City Construction	
	Roy T. Goodwin Construction	
	Southeast Construction	
Awarded	Biscan Construction Co.	

RFB #1282	Boiler Replacement at Centennial High School and Franklin High School	
Project Description	This project was to solicit bids to replace boilers at Centennial and Franklin High Schools	
Department/Director	Maintenance, Adam Christopher	
Architect/Engineer	Ben Hunter, Entech	
Advertised	Wednesday, March 9, 2022 in the Tennessean	
Bid Opening	Wednesday, March 30, 2022 at 10:30 a.m.	
	Name of Company	Bid Amount
Bidders Solicited for this Project	Advanced Mechanical Contractors	\$530,000.00
	Anderson Piping	
	Blalock Plumbing Electric & HVAC	
	Demand Mechanical	
	Jewell Mechanical	
	Lee Co.	
	Matrix Mechanical Solutions	
	Merryman Farr	
	McCloskey Mechanical	
	S. M. Lawrence	
	Synergy-Plumbing Heating & Cooling	
	TN Elite Mechanical	
	TriStar Mechanical	\$422,900.00
Awarded	TriStar Mechanical	

RFP #1283	Westwood & Winstead Elementary Schools Pump Station Rehab	
Project Description	This project consist of doing major repairs and rehabilitation to the existing pump stations at these sites.	
Department/Director	Maintenance, Adam Christopher	
Architect/Engineer	Steven Jones, Water Management Services	
Advertised	Wednesday, March 9, 2022 in the Tennessean	
Bid Opening	Wednesday, March 30, 2022 at 2:30 p.m.	
	Name of Company	Bid Amount
Bidders Solicited for this Project	W & O Construction	\$453,000.00
	Underground Pipe & Construction	
	Gillispie Construction	
	Roy Angel Construction	\$296,975.00
	Dynamis Inc.	
	J & H Cookeville	
	Mid State Construction	
	B.A.M.2	\$253,315.00
	Romach Construction	
Awarded	B.A.M.2	

RFP #1284	Resurfacing of Tennis Courts at Page, Summit & Nolensville High Schools	
Project Description	WCS is seeking to procure a paving and repair contractor to resurface and mend tennis courts at 3 high schools.	
Department/Director	Maintenance, Adam Christopher	
Architect/Engineer	Matt Campbell, Collier Engineering	
Advertised	Friday, March 11, 2022 in the Tennessean	
Bid Opening	Thursday, March 31, 2022 at 10:30 a.m.	
	Name of Company	Bid Amount
Bidders Solicited for this Project	Sports Court Inc.	
	Custom Renovation	
	Competition Athletic Surfaces	\$146,700.00
	Color Court Systems	
	Champion Court Systems	
	Barton Sports	
	Jones Brothers	
	Holm Court LLC.	\$168,020.00
	PRI Paving	
	Woody Hartley	
	Southern Asphalt	
	Tennessee Valley Paving	
	Pave Coat	
	Four Start Paving	
	Hellas Construction Inc.	disqualified (did not complete required forms)
Awarded	Competition Athletic Surfaces	



Department of
Education

Charter Schools

TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

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

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

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

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

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

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

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

Guidance for Reviewers:

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

Strengths of the academic plan

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

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

Weaknesses of the academic plan

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

Strengths of the operations plan

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

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

Weaknesses of the operations plan

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

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

Strengths of the financial plan

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

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

Weaknesses of the financial plan

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

Instructions for Reviewers:

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

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.11 - Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.15 - Financial Plan and Capacity: 3.1 through 3.3 - Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.12 through 2.15 - Financial Plan and Capacity: 3.1, through 3.3 - Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) - Financial Plan and Capacity: 3.1 and 3.2 - Portfolio Review and Performance Record: 4.1

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

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

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

Evaluator Name:

Janet Alexandrow

Proposed School Name:

Founders Classical Academy

Application includes an Executive Summary. Yes

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	X ☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
• The application clearly links to purposes 3, 5, and 6 as named in TCA 49-13102. • The application describes unique features of the instructional program.		13-14 15
Concerns/Questions		Page
• While the vision may be measurable, the mission is not. • This plan lacks a description of how Founders will close achievement gaps.		13 13
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
• The application clearly links to purposes 3, 5, and 6 as named in TCA 49-13102. • The application describes unique features of the instructional program.		13-14 15
Concerns/Questions		Page
• The mission is not measurable, but vision may be. • This plan lacks a description of how Founders will close the achievement gaps.		13 13

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
• There were no strengths noted in this section.		16-18
Concerns/Questions		Page
• The application does not clearly define the community from which the school intends to draw their student population. • The population to be served is very broad; no specific population is identified. • Enrollment demographics do not appear to be reasonable for ED and SWD for the proposed area. • The demographics chart on page 16 mentions racial demographics but the projected demographics chart only mentions ED, SWD, and EL students. No projections are made for race.		16 16 16 17
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
• There were no strengths noted in this section.		16-18
Concerns/Questions		Page
• The application does not clearly define the community from which the school intends to draw their student population. • The population to be served is very broad; no specific population is identified. • Enrollment demographics do not appear to be reasonable for ED and SWD for the proposed area. • The demographics chart on page 16 mentions racial demographics but the projected demographics chart only mentions ED, SWD, and EL students. No projections are made for race.		16 16 16 17

1.3 ACADEMIC FOCUS AND PLAN

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: - The school's academic focus aligns with the school's mission and vision. - The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. - The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. - If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. - The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. - An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
- The school's academic focus aligns with the stated mission and vision statements. - Much of the academic plan is research-based.		19 20-21
Concerns/Questions		Page
- An alignment with Tennessee State Standards is not present. - The plan lacks a clear plan for math instruction. - The plan does not include a plan for students who are not ready for Algebra I in 8th grade. - This plan does not clearly describe a plan to remediate students who perform at a lower academic level. - What does "facilitating students' hermeneutic understanding of human events" mean?		19-24 21
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
- The school's academic focus aligns with the stated mission and vision statements. - Much of the academic plan is research-based.		19 20-21
Concerns/Questions		Page
- An alignment with Tennessee State Standards is not present. - The plan lacks a clear plan for math instruction. - The plan does not include a plan for students who are not ready for Algebra I in 8th grade. - This plan does not clearly describe a plan to remediate students who perform at a lower academic level.		19-24

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
• The plan discusses a tutoring program with Saturday school time. • This school will use a universal screener to measure, monitor, and revise academic achievement goals. • Matriculation plan is like that of WCS since it requires passing core subjects. • Attendance goals are realistic and in alignment with WCS attendance.		26 25 26 26
Concerns/Questions		Page
• No description of frequency or time spent in interventions is included. • RTI plans do not align to TN guidelines. • There is no explanation of goals for grades 4-12. • How will you grade students? • Please explain the baseline goals mentioned on page 25.		25-27
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
• The plan discusses a tutoring program with Saturday school time. • This school will use a universal screener to measure, monitor, and revise academic achievement goals. • Matriculation plan is like that of WCS since it requires passing core subjects. • Attendance goals are realistic and in alignment with WCS attendance.		26 25 26 26
Concerns/Questions		Page

- No description of frequency or time spent in interventions is included. - RTI plans do not align to TN guidelines. - There is no explanation of goals for grades 4-12. - How will you grade students?	25-27

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		
Concerns/Questions		Page
NA		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Concerns/Questions	Page
NA	

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

No strengths were noted in this section.

29-31

Concerns/Questions

Page

- Algebra II is not mentioned, but it is a state requirement for graduation.
- While high school graduation requirements are mentioned, they do not match the requirements for graduation in the state of Tennessee.
- When does accelerated instruction take place for students at risk of dropping out or not meeting graduation requirements?

29
29
31

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

No strengths were noted in this section.

29-31

Concerns/Questions

Page

- Algebra II is not mentioned, but it is a state requirement for graduation. - While high school graduation requirements are mentioned, they do not match the requirements for graduation in the state of Tennessee.	29 29

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
• The plan names assessments which will be used to evaluate the academic program.		32
Concerns/Questions		Page
• Many of the internal assessments mentioned may not align to TN State Standards. • No explanation of how assessments align to state standards is included. • Which web-based platform will you use and how will you ensure it meets al TN state and federal privacy requirements? • No plan is included to explain how teachers will be trained in analyzing data to inform instruction.		32
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
• The plan names assessments which will be used to evaluate the academic program.		32
Concerns/Questions		Page
• Many of the internal assessments mentioned may not align to TN State Standards. • No explanation of how assessments align to state standards is included. • Because the specific web-based platform is not named, it is difficult to ensure it meets al TN state and federal privacy requirements? • No plan is included to explain how teachers will be trained in analyzing data to inform instruction.		32-33
1.8 SCHOOL CALENDAR AND SCHEDULE		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
No strengths were noted in this section.		34-35
Concerns/Questions		Page
• A detailed daily schedule is not included. • A calendar outlining the “174 instructional days” is not included. • It is unclear whether RTI time is included in schedule. • Why is summer school only available to K-2 students?		34-35
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
• Detailed daily schedules were submitted.		addendum
Concerns/Questions		Page
• The detailed schedule does not include enough instructional time to match the 180 instructional days required by the state of Tennessee. • Tiered interventions, tutoring, RTI, and extracurricular activities are not built into the daily school schedule. • Summer school is offered based on funding availability. • State physical activity requirements are not met based on the daily schedule provided.		34-35

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

- An identification process for students is described.
- A plan for exiting ELL students is included.
- Strategies for meeting the needs of gifted students is included.

36

39

40

Concerns/Questions

Page

- No description of leadership team experience in special education.
- No hiring plan to attract the staff is described.
- Lowering academic expectations of high concentrations of at-risk students is concerning.
- An exit plan for students with disabilities is not included.
- No strategies for meeting the needs of students with disabilities to access general curriculum are included.

36-40

Final Application Review

☐ Meets or Exceeds Standard

☒ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

- An identification process for students is described.
- A plan for exiting ELL students is included.

36

39

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Concerns/Questions	36-40
- No description of leadership team experience in special education. - No hiring plan to attract the staff is described. - Lowering academic expectations of high concentrations of at-risk students is concerning. - An exit plan for students with disabilities is not included. - No strategies for meeting the needs of students with disabilities to access general curriculum are included. - Scaffolding to meet the needs of gifted students is not a research-based approach.	

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
- The application outlines a clear vision of school culture that will promote a positive academic environment and reflects high levels of academic expectation and support is clear. - The applicant provides a coherent plan for creating and sustaining the intended culture.		41 42
Concerns/Questions		Page
- Handbook is extremely comprehensive, but it refers frequently to Texas law. - Handbook contradicts some information on the application. - Handbook is less relevant to elementary schools. - What happens if student is expelled from the charter?		Attachment B
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
- The application outlines a clear vision of school culture that will promote a positive academic environment and reflects high levels of academic expectation and support is clear. - The applicant provides a coherent plan for creating and sustaining the intended culture.		41 42
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

- Handbook is extremely comprehensive, but it refers frequently to Texas law. The applicant explained that converting the handbook to meet Tennessee law was expensive and would happen after approval. - Handbook contradicts some information on the application. - Handbook is less relevant to elementary schools.	Attachment B

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
A description of recruitment plan is included in this application.		43
Concerns/Questions		Page
- It is unclear how this school plans to recruit families who desire this type of education. - Enrollment and recruitment wording do not match in this section and the handbook.		43-45
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
A description of recruitment plan is included in this application.		43
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

- It is unclear how this school plans to recruit families who desire this type of education. - Enrollment and recruitment wording do not match in this section and the handbook.	43-45

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☒ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

There are no strengths noted in this section.

46-47

Concerns/Questions

Page

- Attachment E is not included.

No
Attachment

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

There are no strengths noted in this section. p. 46-47

Concerns/Questions

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

- Attachment E is not included.

SUMMARY COMMENTS

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

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths: Founders Classical Academy has a CMO (Responsive Ed) with experience managing classical charter schools in other areas. They have a clear plan for developing a positive school culture and for meeting the needs of English Language Learners. Weaknesses/Questions: Founders Classical Academy does not clearly describe the community from which the school intends to draw students. This application does not show alignment with TN academic standards. It fails to mention how students will be remediated to be successful in the curriculum during the academic day. Because critical details like a schedule and calendar are not included, it is difficult to determine how instructional time will be used and whether Tennessee requirements will be met.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths: Founders Classical Academy has a CMO (Responsive Ed) with experience managing classical charter schools in other areas. They have a clear plan for developing a positive school culture and for meeting the needs of English Language Learners. (If Any) Weaknesses: Weaknesses/Questions: Founders Classical Academy does not clearly describe the community from which the school intends to draw students. This application does not show alignment with TN academic standards. High school graduation requirements are not adequate. The plan fails to mention how students will be remediated through RTI to be successful in the curriculum during the academic day. After reviewing daily schedules and a school calendar, instructional time does not match Tennessee state requirements.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
• The initial Board composition appears to have sufficient experience in the fields indicated and commits the to the annual Board training.		50
Concerns/ Questions		Page
• Please explain how the school performance will be measured. • No Board Policies are included in Attachment F. • Grievance process is not clearly explained.		49 48-50
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
• The initial Board composition appears to have sufficient experience in the fields indicated and commits the to the annual Board training.		50
Concerns/ Questions		Page
• What are the standards for academic results that the Board will use to evaluate the school? • No Board Policies are included in Attachment F. • Grievance process is not clearly defined.		49 48-50
2.2 START-UP PLAN		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
• No strengths were noted in this section.		51-52
Concerns/Questions		Page
• The timeline given for site selection and required building modifications is not adequate. • Areas mentioned for possible sites do not have adequate space for playgrounds or athletic fields. • The plan for hiring/staffing seems unrealistic due to current staffing challenges across the state.		51-52
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
• No strengths were noted in this section.		51-52
Concerns/ Questions		Page
• The timeline given for site selection and required building modifications is not adequate. • Areas mentioned for possible sites do not have adequate space for playgrounds or athletic fields. • The plan for hiring/staffing seems unrealistic due to current staffing challenges across the state.		51-52

2.3 FACILITIES

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
• A commercial realtor is helping with property/site acquisition.		53
Concerns/Questions		Page
• The facility plan does not provide sufficient space for the educational program and anticipated student population. • The time between plan approval and anticipated open may not be long enough to secure a site and prepare it for students. • The plan does not clearly define the facility needs.		53 53 53
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
• A commercial realtor is helping with property/site acquisition.		Confirmed in interview
Concerns/ Questions		Page
• The facility plan does not provide sufficient space for the educational program and anticipated student population. • The time between plan approval and anticipated open may not be long enough to secure a site and prepare it for students. • The plan does not clearly define the facility needs.		53 53 53
2.4 PERSONNEL/ HUMAN CAPITAL		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The school's organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
• The applicant plans to use the TEAM evaluation to evaluate teachers.		56-57
Concerns/Questions		Page
• The organizational chart included is vague and states organizational needs in years 2 and beyond cannot be predicted. Attachment G • Will the team hiring an executive director and headmaster include experienced educators and instructional leaders? • No employee manual or personnel policies were provided.		59 58-59
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
• The applicant plans to use the TEAM evaluation to evaluate teachers.		56-57
Concerns/ Questions		Page
• The organizational chart included is vague and states organizational needs in years 2 and beyond cannot be predicted. Attachment G • Will the team hiring an executive director and headmaster include experienced educators and instructional leaders? • No employee manual or personnel policies were provided.		59 58-59
2.5 PROFESSIONAL DEVELOPMENT		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
• The plan includes 20 days of professional development for teachers.		60
Concerns/Questions		Page
• Does budget cover the extensive the summer pre-training? Where will it take place? • The plan does not address special and diverse populations. • The plan explains a typical 5 year process of moving teachers from novice to master level but does not define master teacher or explain how professional growth is measured. • Teacher collaboration is not addressed in the plan.		60 61 62 60-62
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
• The plan includes 20 days of professional development for teachers.		60
Concerns/ Questions		Page
• Does budget cover the extensive the summer pre-training? Where will it take place? • The plan does not address special and diverse populations. • The plan explains a typical 5 year process of moving teachers from novice to master level but does not define master teacher or explain how professional growth is measured. • Teacher collaboration is not addressed in the plan.		60 61 62 60-62

2.6 INSURANCE

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
• No strengths were noted for this standard.		63
Concerns/Questions		Page
• Attachment J is not included. • Do you intend to have school athletic programs? If so, when and at what levels? • Is insurance coverage adequate if athletic programs are planned?		63
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
• No strengths were noted for this section.		63
Concerns/ Questions		Page
• Attachment J is not included. • Do you intend to have school athletic programs? If so, when and at what levels? • Is insurance coverage adequate if athletic programs are planned?		63

2.7 TRANSPORTATION – IF APPLICABLE

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
• No strengths were noted in this section.		64
Concerns/Questions		Page
• No transportation plan provided. • If your goal is to make classical education available to every family who desires it, how do you do it when you don't provide transportation? • Without transportation, how will you include the target audience?		64
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
• No strengths were noted in this section.		64
Concerns/ Questions		Page
• No transportation plan provided. • If your goal is to make classical education available to every family who desires it, how do you do it when you don't provide transportation? • Without transportation, how will you include the target audience?		64

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
• There is no evidence of strength for this standard.		65
Concerns/Questions		Page
• The application explains a plan to apply for an NSLP but the timeline may be inadequate. • It is unclear how lunch will be provided in the event the facility is without a kitchen. • The application does not address how free and reduced lunch information will be collected from families. • Who will manage the school lunch program?		65
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
• There is no evidence of strength for this standard.		65
Concerns/ Questions		Page
• The application explains a plan to apply for an NSLP but the timeline may be inadequate. • It is unclear how lunch will be provided in the event the facility is without a kitchen. • The application does not address how free and reduced lunch information will be collected from families. • Who will manage the school lunch program?		65

2.9 ADDITIONAL OPERATIONS

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
• The plan includes 1-2 custodians who will handle school janitorial services and maintenance and one safety official.		67
Concerns/Questions		Page
• How will 40 laptops meet the needs of 1,000 students? • What school management system do you intend to use? • How will you address the medical needs of students without a school nurse? • How will maintenance concerns be managed?		66-67
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
• The plan includes 1-2 custodians who will handle school janitorial services and maintenance and one safety official.		67
Concerns/ Questions		Page
• How will 40 laptops meet the needs of 1,000 students? • What school management system do you intend to use? • How will you address the medical needs of students without a school nurse? • How will maintenance concerns be managed?		66-67

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: - If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. - There is a clear division of roles between the board and the CMO. - There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. - If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
- The plan clearly explains how the applicant selected their CMO and why. - The plan lists the responsibilities of the CMO which include both operational and instructional responsibilities.		68-69
Concerns/Questions		Page
- How is ResponsiveED affiliated with Hillsdale College? - Attachment K is not detailed enough to clearly meet all standards listed above.		69 Attachment K
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
- The plan clearly explains how the applicant selected their CMO and why. - The plan lists the responsibilities of the CMO which include both operational and instructional responsibilities.		68-69
Concerns/ Questions		Page
Attachment K is not detailed enough to clearly meet all standards listed above.		Attachment K

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☒ Does Not Meet Standard
Strengths		Page
NA		
Concerns/Questions		Page
NA		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☒ Does Not Meet Standard
Strengths		Page
NA		
Concerns/ Questions		Page
Follow up information states no waivers will be needed; however, Core Knowledge is not an adopted, reviewed curriculum. Therefore, a waiver will need to be requested.		
2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
• No strengths are noted for this standard.		74
Concerns/Questions		Page
• This section is blank and attachment L is not included.		74
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
• No strengths are noted in this section.		74
Concerns/ Questions		Page
• This section is blank and attachment L is not included.		74

2.13 NETWORK MANAGEMENT

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

- No strengths were noted for this standard.

75-77

Concerns/Questions

Page

- This section is blank.
- There is no attachment M.

75-77

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

- No strengths were noted for this standard.

75-77

Concerns/ Questions

Page

- This section is blank.
- There is no attachment M.

75-77

2.14 NETWORK GOVERNANCE

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response:

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

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

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

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

- No strengths were noted for this standard.

78

Concerns/Questions

Page

- This section is blank.

78

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

- No strengths were noted for this standard.

78

Concerns/ Questions

Page

- This section is blank.

78

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS

Characteristics of a strong response:

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

Initial Application Review

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted in this standard.		79-81
Concerns/Questions		Page
This section is blank.		79-81
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted in this standard.		79-81
Concerns/ Questions		Page
This section is blank.		79-81

SUMMARY COMMENTS

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

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths: The applicant has an experienced CMO who will manage operations.		
Weaknesses/Questions: While the CMO has experience managing charters in other states, they have not yet run a school in Tennessee. Because a facility has not yet been chosen, so many questions remain unanswered. The facility needs are not clearly defined, and an adequate budget is not in place to manage numerous operational functions.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths: The applicant has an experienced CMO who will manage operations.		
(If Any) Weaknesses: While the CMO has experience managing charters in other states, they have not yet run a school in Tennessee. Because a facility has not yet been chosen, so many questions remain unanswered. The facility needs are not clearly defined, and an adequate budget is not in place to manage numerous operational functions. Many details remain unclear or are not included in this application.		

3 – FINANCIAL LAN AND

3.1 & 3.2 CHARTER SCHOOL FINANCING

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

X ☐ Does Not Meet Standard

Strengths

Page

- No strengths were noted in this section.

Attachment
N

Concerns/Questions

Page

- Procedures, policies, systems, and processes are not clearly defined in this application.
- The budget is lacking and is not viable.
- The application does not explain how the CMO will meet the above standards.
- The percentages in attachment O do not add up correctly.
- Revenue and cost assumptions are not fully supported.

Attachment
N

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

X ☐ Does Not Meet Standard

Strengths

Page

- No strengths were noted in this section.

Attachment
N

Concerns/ Questions

Page

- Procedures, policies, systems, and processes are not clearly defined in this application.
- The budget is lacking and is not viable.
- The application does not explain how the CMO will meet the above standards.
- The percentages in attachment O do not add up correctly.
- Revenue and cost assumptions are not fully supported.

Attachment
N

4 – FINANCIAL LAN AND

3.3 NETWORK FINANCIAL PLAN

SECTION

P

CAPACITY

Characteristics of a strong response:

- The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy.
- The applicant provides a complete, realistic, and viable budget for the network (**Attachment P**). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable.
- The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

- No strengths were noted for this standard.

Attachment O

Concerns/Questions

Page

- The budget lacks the specificity and details needed to determine if it is viable and realistic.
- There is no contingency plan to meet financial needs if anticipated revenues are lower than estimated.

Attachment O
and follow up
documents

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

- No strengths were noted for this standard.

Attachment O

Concerns/ Questions

Page

- The budget lacks the specificity and details needed to determine if it is viable and realistic.
- There is no contingency plan to meet financial needs if anticipated revenues are lower than estimated.

Attachment O
and follow up
documents

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

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

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths: No strengths were noted in this section of the application. Weaknesses/Questions: The budget is insufficient to meet all the needs described in this application. The enrollment plan is unclear which leads to questions as to how the budget will be funded. If revenues are not as expected, there is no contingency plan for success.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths: No strengths were noted in this section of the application. (If Any) Weaknesses: The budget is insufficient to meet all the needs described in this application. The enrollment plan is unclear which leads to questions as to how the budget will be funded. If revenues are not as expected, there is no contingency plan for success.		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE

Characteristics of a strong response:

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

Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

Concerns/Questions

Page

This section is blank in the application.

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

This section was blank.

86

Concerns/ Questions

Page

This section was blank in the application.

86



TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

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

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

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

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

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

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

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

Guidance for Reviewers:

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

Strengths of the academic plan

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

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

Weaknesses of the academic plan

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

Strengths of the operations plan

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

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

Weaknesses of the operations plan

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

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

Strengths of the financial plan

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

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

Weaknesses of the financial plan

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

Instructions for Reviewers:

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

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.11 - Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.15 - Financial Plan and Capacity: 3.1 through 3.3 - Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.12 through 2.15 - Financial Plan and Capacity: 3.1, through 3.3 - Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) - Financial Plan and Capacity: 3.1 and 3.2 - Portfolio Review and Performance Record: 4.1

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

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

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

Evaluator Name: Laurette Carle

Proposed School Name: Founders Classical Academy

Application includes an Executive Summary.

Yes ☒ ☐ No ☐

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: - The mission statement is clear, concise, compelling and measurable. - The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). - When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. - The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
There is a clear link to three of the purposes and the unique features of the school are described.		13-14
Concerns/Questions		Page
Only partially meets standard because the mission is not measurable and there is no description of how they will close any achievement gaps. The innovations described are not supported by evidence of success.		13
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
There is a clear link to three of the purposes and the unique features are described.		13-14
Concerns/Questions		Page
Only partially meets standard because the mission is not measurable and there is no description of how they will close any achievement gaps. Evidence of success in Texas schools provided could not be clearly linked to predict success in Tennessee.		13

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths in the plan for this standard.		16-18
Concerns/Questions		Page
Does not meet the standard because the community described is based on high growth without any reference to actual academic performance needs and the community is not well defined. The community is described broadly, the enrollment demographics are not reasonable, and the enrollment summary is more formulaic than reasonable.		16-18
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths in the plan for this standard.		16-18
Concerns/Questions		Page
Does not meet the standard because the community described is based on high growth without any reference to actual academic performance needs and the community is not well defined. The community is described broadly, the enrollment demographics are not reasonable, and the enrollment summary is more formulaic than reasonable.		16-18

1.3 ACADEMIC FOCUS AND PLAN

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: - The school's academic focus aligns with the school's mission and vision. - The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. - The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. - If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. - The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. - An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The focus described does align with the mission and vision and much of the plan is research-based.		19
Concerns/Questions		Page
It does not meet this standard because there is no evidence of alignment to Tennessee State Standards. The math progression is unclear (Algebra I is 8 th grade for all with no plan for students not ready), they do not address science education at all in section c and they do not address the needs of a targeted population since the targeted population is not defined. They do not describe an evidence-based plan for remediation.		20-23
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The focus described does align with the mission and vision and much of the plan is research-based.		19
Concerns/Questions		Page
It does not meet this standard because there is no evidence of alignment to Tennessee State Standards. The math progression is unclear (Algebra I is 8 th grade for all with no plan for students not ready), they do not address science education at all in section c and they do not address the needs of a targeted population since the targeted population is not defined. They do not describe an evidence-based plan for remediation.		20-23

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
They have a screener to measure skills and a tutoring program with Saturday school time. The attendance goals are realistic as they are lower than our current rates in the district.	25-26	
Concerns/Questions	Page	
The plan does not describe the frequency or time spent in academic interventions so there is no evidence that it aligns with the Tennessee guidance on RTI. We are unclear where the baseline data came from as it does not match anything we have in our district. The baseline data and goals are very general, and no description is made as to how they will individualize goals and progress monitor students.	25	
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
They have a screener to measure skills and a tutoring program with Saturday school time. The attendance goals are realistic as they are lower than our current rates in the district.	25-26	
Concerns/Questions	Page	

The applicants clarified that interventions would happen before school, after school, on Saturdays and sometimes during the school day, so there is no evidence that it aligns with the Tennessee guidance on RTI which requires that to be during the regular school day. We are unclear where the baseline data came from as it does not match anything we have in our district. The baseline data and goals are very general, and no description is made as to how they will individualize goals and progress monitor students. They supplied data from other schools, but it did not help us understand future academic goals.	25

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		
Concerns/Questions		Page
NA		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Concerns/Questions	Page

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ **Does Not Meet Standard**

Strengths

Page

There were no strengths in the plan for this standard.

29-31

Concerns/Questions

Page

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

29

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ **Does Not Meet Standard**

Strengths

Page

There were no strengths in the plan for this standard.

29-31

Concerns/Questions

Page

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

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
There were no strengths in the plan for this standard.	32-33	
Concerns/Questions	Page	
We do not see evidence that assessments are aligned to Tennessee state academic standards. The application does not explain which web-based platform would be used to help us ensure it meets all TN state and Federal privacy requirements and it does not clearly explain how that data will be analyzed in Dallas. It lacks a detailed plan to train teachers in analyzing data to inform instruction.	32-33	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
There were no strengths in the plan for this standard.	32-33	
Concerns/Questions	Page	
We do not see evidence that assessments are aligned to Tennessee state academic standards. The application does not explain which web-based platform would be used to help us ensure it meets all TN state and Federal privacy requirements and it does not clearly explain how that data will be analyzed in Dallas. It lacks a detailed plan to train teachers in analyzing data to inform instruction.	32-33	
1.8 SCHOOL CALENDAR AND SCHEDULE		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths in the plan for this standard.		34-35
Concerns/Questions		Page
Application is missing a detailed daily schedule by grade to see instructional times for the 174-day calendar mentioned. Unclear when the tutoring and tiered interventions are built into the daily schedule. Saturday School plan refers to addressing commonly missed questions from the state assessment, but we don't get that level of information from Tennessee. If they are basing it on internal assessments, we did not see in the prior section how those assessments align to Tennessee state standards. Concerned that summer school is typically only available to K-2.		34-35; A
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Student schedules from other charters were included as examples.		Response received 3/23/22
Concerns/Questions		Page
Detailed daily schedule by grade lacked physical activity time for K-8. The length of day does not seem sufficient to meet state instructional time for the year. Unclear when the tutoring and tiered interventions are built into the daily schedule. Saturday School plan refers to addressing commonly missed questions from the state assessment, but we don't get that level of information from Tennessee. Still concerned about assessments not aligning with TN state standards. Response now indicates summer school will only be available if it can be state-funded. Otherwise, it would be funded with fees, which may not be possible for families of students who need summer school.		34-35; Response received 3/23/22

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
They have an identification process described. There is a plan for exiting English Learners from ESL services. Strategies were listed for meeting the needs of gifted students.		36-40
Concerns/Questions		Page
Plan does not address the leadership team's strong experience with leading programs for special populations. There is no hiring plan to attract staff in these specialized roles. We are concerned they may not know that gifted students in Tennessee have IEPs. It was unclear if the additional tutoring for special populations was part of the Saturday School or provided during the school day. There was no plan described for exiting students with disabilities from services. We had serious concerns about lowering expectations for high concentrations of at-risk students (p.39). We could not tell who would be doing the evaluations and re-evaluations – no mention of a school psychologist was made. We also did not see strategies for meeting the needs of students with disabilities to access the general education curriculum.		36-39
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
They have an identification process described. There is a plan for exiting English Learners from ESL services. Strategy added in recent response for meeting the needs of gifted students was not appropriate for gifted.		36-39; Response received 3/23/22
Concerns/Questions		Page
Plan does not address the leadership team's strong experience with leading programs for special populations. There is no hiring plan to attract staff in these specialized roles. We are concerned they may not know that gifted students in Tennessee have IEPs. It was unclear if the additional tutoring for special populations was part of the Saturday School or provided during the school day. There was no plan described for exiting students with disabilities from services. We had serious concerns about lowering expectations for high concentrations of at-risk students (p.39). We could not tell who would be doing the evaluations and re-evaluations – no mention of a school psychologist was made, but the applicant stated in the interview they would hire a school psychologist. We also did not see strategies for meeting the needs of students with disabilities to access the general education curriculum. A strategy was added in the recent response for meeting the needs of gifted students, but scaffolding is not an appropriate for this group of learners and is more appropriate for students who can't access grade level content.		36-39

1.10 SCHOOL CULTURE AND DISCIPLINE

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Plan for vision of school culture is clear. Plan for sustaining culture is coherent.		41-42
Concerns/Questions		Page
Only partially meets standard because the extremely long and comprehensive handbook provided in Attachment B does not align to Tennessee. It mentions laws and rules in other states. The Saturday School described in the handbook is for discipline, but in other parts of the application, it was an academic intervention. The handbook is very much focused on secondary level students and is not relevant to elementary. Also, Attachment C is in a completely different format than the handbook and aligns only to Texas law.		41-42; B, C
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Plan for vision of school culture is clear. Plan for sustaining culture is coherent.		41-42
Concerns/Questions		Page
Only partially meets standard because the extremely long and comprehensive handbook provided in Attachment B does not align to Tennessee. It mentions laws and rules in other states. The Saturday School described in the handbook is for discipline, but in other parts of the application, it was an academic intervention. The handbook is very much focused on secondary level students and is not relevant to elementary. Also, Attachment C is in a completely different format than the handbook and aligns only to Texas law.		41-42; B, C

1.11 RECRUITMENT AND ENROLLMENT

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
An enrollment plan is described		43-45; D
Concerns/Questions		Page
The plan does not address students who may live outside of the county (e.g., children of teachers who may live outside the county). There are still references to other states (p.44). The recruitment plan mentions translating into Spanish, but for WCS home languages, they may need to translate into Chinese, Korean and Arabic as well to be open to all. The enrollment and recruitment wording in this section, the attached policy (Attachment D) and the student handbook (Attachment B) have conflicting language and plans. It is unclear if they will be recruiting Franklin Special School District students and families as well as WCS zoned families for the K-8 grades.		43-45; D, B
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
An enrollment plan is described		43-45; D
Concerns/Questions		Page
The applicant recently added information explains that they intend to enroll students without regard to residence. There are still references to other states (p.44). The recruitment plan mentions translating into Spanish, but for WCS home languages, they may need to translate into Chinese, Korean and Arabic as well to be open to all. The enrollment and recruitment wording in this section, the attached policy (Attachment D), and the student handbook (Attachment B) have conflicting language and plans. It is unclear if they will be recruiting Franklin Special School District students and families as well as WCS zoned families for the K-8 grades. The recent update explained their intent to recruit students from current nonpublic schools and home schools.		43-45; D, B; response received 3/23/22

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There is no evidence of strengths for this standard.		46-47
Concerns/Questions		Page
The application did not have an Attachment E. There is no evidence of a clear plan.		46-47
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		
There is no evidence of strengths for this standard.		
Concerns/Questions		
The application did not have an Attachment E. There is no evidence of a clear plan.		

SUMMARY COMMENTS

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

Summary Rating for Entire Academic Plan Design and Capacity

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The plan has a clear mission focused on culture. Weaknesses/Questions: There is no evidence the school will align its instruction and assessments with Tennessee state standards. There is no evidence its existence will help close achievement gaps for students in Williamson County. There is no evidence that the strategies used have a research base for effectiveness with high achieving students.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The plan has a clear mission focused on culture. (If Any) Weaknesses: There is no evidence the school will align its instruction and assessments with Tennessee state standards. There is no evidence its existence will help close achievement gaps for students in Williamson County. There is no evidence that the strategies used have a research base for effectiveness with high achieving students.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: - The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. - The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. - The applicant provides for initial and ongoing board training as required by law. - There is a clear, fair, and transparent process for hearing and handling complaints. - Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Board members will be trained as required by law.		49
Concerns/ Questions		Page
Does not meet standard without details on how school performance will be measured, and no Board Policies were included in Attachment F. Grievance or complaint process (p.50) is not clear.		49-50; F7
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Board members will be trained as required by law.		49
Concerns/ Questions		Page
Does not meet standard without details on how school performance will be measured, and no Board Policies were included in Attachment F. Grievance or complaint process is not clear.		49-50; F7
2.2 START-UP PLAN		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: - The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. - The applicant adequately addresses potential challenges. - For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There is no evidence of strengths for this standard.		51-52
Concerns/Questions		Page
Does not meet standard because the timeline may not allow for site selection and preparation or renovations necessary. The start-up budget has no funds for many required actions. Hiring and staffing goals seem challenging in current reality of teacher shortages.		51
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There is no evidence of strengths for this standard.		51-52
Concerns/ Questions		Page
Does not meet standard because the timeline may not allow for site selection and preparation or renovations necessary. The start-up budget has no funds for many required actions. Hiring and staffing goals seem challenging in current reality of teacher shortages.		51

2.3 FACILITIES

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
They have a commercial realtor working on site acquisition.		54; applicant interview
Concerns/Questions		Page
Does not meet standard without a site yet selected as there is no evidence the facility will provide sufficient space and align with the budget and the back-up plan sites are very small.		53-55
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
They have a commercial realtor working on site acquisition.		54; applicant interview
Concerns/ Questions		Page
Does not meet standard without a site yet selected as there is no evidence the facility will provide sufficient space and align with the budget and the back-up plan sites are very small.		53-55

2.4 PERSONNEL/ HUMAN CAPITAL

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The school's organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There is no evidence of strengths for this standard.		56-59
Concerns/Questions		Page
Does not meet standard due to lack of a clear organizational chart in Attachment G as needed and concerns about ResponsiveED doing all HR, payroll and professional development when they have not yet done so in this state before. The plan states on p.57 they will use the TEAM model for evaluations of administrators and educators, but ResponsiveED may not yet be trained in that model. Also, this plan was missing the employee manual for Attachment J.		56-59; G
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There is no evidence of strengths for this standard.		56-59
Concerns/ Questions		Page
Does not meet standard due to lack of a clear organizational chart in Attachment G as needed and concerns about ResponsiveED doing all HR, payroll and professional development when they have not yet done so in this state before. The plan states on p.57 they will use the TEAM model for evaluations of administrators and educators, but ResponsiveED may not yet be trained in that model. Also, this plan was missing the employee manual for Attachment J.		56-59; G

2.5 PROFESSIONAL DEVELOPMENT

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Plan includes 20 days of professional development per year as well as mentoring.		60
Concerns/Questions		Page
The plan does not describe addressing special and diverse populations except to say that their whole group approach has worked in places where whites are in the minority. The plan states that the growth from novice to master teacher is usually a 5-year process but does not define master teacher or describe milestones along with way or how they will determine professional growth. The plan does not address collaboration except between mentor and mentee and does not show evidence of cultivating future leadership.		60-62
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Plan includes 20 days of professional development per year as well as mentoring.		60
Concerns/ Questions		Page
The plan does not describe addressing special and diverse populations except to say that their whole group approach has worked in places where whites are in the minority. The plan states that the growth from novice to master teacher is usually a 5-year process but does not define master teacher or describe milestones along with way or how they will determine professional growth. The plan does not address collaboration except between mentor and mentee and does not show evidence of cultivating future leadership.		60-62

2.6 INSURANCE

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There is no evidence of strengths for this standard.		63
Concerns/Questions		Page
Does not meet standard due to missing the list of coverage in Attachment J and it is not clear if they intend to have athletics which require additional liability coverages.		63; J
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There is no evidence of strengths for this standard.		63
Concerns/ Questions		Page
Does not meet standard due to missing the list of coverage in Attachment J and it is not clear if they intend to have athletics which require additional liability coverages.		63;J

2.7 TRANSPORTATION – IF APPLICABLE

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There was no evidence of strengths for this standard.		64
Concerns/Questions		Page
The plan states that they will not provide transportation but ask parents to transport students. It also states they may charter buses and use fees to pay for them. In either case, this will eliminate economically disadvantaged families and many others from enrolling.		64
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There was no evidence of strengths for this standard.		64
Concerns/ Questions		Page
The plan states that they will not provide transportation but ask parents to transport students. It also states they may charter buses and use fees to pay for them. In either case, this will eliminate economically disadvantaged families and many others from enrolling.		64

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There is no evidence of strengths for this standard.		65
Concerns/Questions		Page
The plan states they will apply for the NSLP through the State Nutrition Office, but this takes many months, and we have concerns about the ability to get this done and approved in time. It is also not clear who will administer this program as the plan indicates an administrative assistant will prepare and serve meals, but the salary list in section 2.4 named a Nutrition Services position. The plan does not address how they will collect free and reduced lunch information from families.		65
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There is no evidence of strengths for this standard.		65
Concerns/ Questions		Page
The plan states they will apply for the NSLP through the State Nutrition Office, but this takes many months, and we have concerns about the ability to get this done and approved in time. It is also not clear who will administer this program as the plan indicates an administrative assistant will prepare and serve meals, but the salary list in section 2.4 named a Nutrition Services position. The plan does not address how they will collect free and reduced lunch information from families.		65;58

2.9 ADDITIONAL OPERATIONS

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Plan includes 1-2 custodians for general maintenance and 1 safety official.		67, 58
Concerns/Questions		Page
The plan indicates providing 40 laptops for over 1,000 students which will not be sufficient for administering state assessments or providing access to the online resources mentioned in the student handbook. There is not enough information provided about the data management system for us to determine its ability to protect privacy of student information. There is no information about how the charter will meet health and safety requirements for the state of Tennessee. It is not clear what the responsibilities of the Safety Official will be.		66-67, 58
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Plan includes 1-2 custodians for general maintenance and 1 safety official.		67, 58
Concerns/ Questions		Page
The plan indicates providing 40 laptops for over 1,000 students which will not be sufficient for administering state assessments or providing access to the online resources mentioned in the student handbook. There is not enough information provided about the data management system for us to determine its ability to protect privacy of student information. There is no information about how the charter will meet health and safety requirements for the state of Tennessee. It is not clear what the responsibilities of the Safety Official will be.		66-67, 58

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: - If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. - There is a clear division of roles between the board and the CMO. - There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. - If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The plan clearly describes how they selected their CMO and why. It also lists the responsibilities of the CMO which include both operational and instructional responsibilities.		68-71
Concerns/Questions		Page
Application is unclear on affiliation mentioned between ResponsiveED and Hillsdale College mentioned on p. 69. Attachment K does not seem detailed enough to clearly articulate all listed in the standard.		68-71; K
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The plan clearly describes how they selected their CMO and why. It also lists the responsibilities of the CMO which include both operational and instructional responsibilities.		68-71
Concerns/ Questions		Page
Application is unclear on affiliation mentioned between ResponsiveED and Hillsdale College mentioned on p. 69. Applicant clarified that Hillsdale would not provide professional development or training. Attachment K does not seem detailed enough to clearly articulate all listed in the standard.		68-71; K; response received 3/23/22

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		72
Concerns/Questions		Page
NA		72
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
NA		72
Concerns/ Questions		Page
Although the application indicated they would not apply for any waivers, the updated answers to questions listed a curriculum intended to be used (Core Knowledge Sequence) which is not currently on the state adopted resources list, so a waiver will be necessary.		72; response received 3/23/22

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There are no strengths for this standard.		74
Concerns/Questions		Page
This section is blank and there is no Attachment L.		74
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There are no strengths for this standard.		74
Concerns/ Questions		Page
This section is blank and there is no Attachment L.		74

2.13 NETWORK MANAGEMENT

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

There are no strengths for this standard.

75-77

Concerns/Questions

Page

This section is blank and there is no Attachment M.

75-77

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

There are no strengths for this standard.

75-77

Concerns/ Questions

Page

This section is blank and there is no Attachment M.

75-77

2.14 NETWORK GOVERNANCE

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response:

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

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

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

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

There are no strengths for this standard.

78

Concerns/Questions

Page

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

78, 13

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

There are no strengths for this standard.

78

Concerns/ Questions

Page

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

78, 13

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS

Characteristics of a strong response:

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

Initial Application Review

SECTION 2 – OPERATIONS PLAN AND CAPACITY

☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There are no strengths evident for this standard.		79-81
Concerns/Questions		Page
This section is blank, but networks were suggested in other parts of the application.		79-81
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There are no strengths evident for this standard.		79-81
Concerns/ Questions		Page
This section is blank, but networks were mentioned in other parts of the application.		79-81

SECTION 2 OPERATIONS LAN AND

SUMMARY COMMENTS

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

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The charter has an experienced CMO to handle operations.		
Weaknesses/Questions: The areas of most concern are having no facility selected yet, blank parts of the application and a reliance on the CMO for so many critical responsibilities. We are concerned that the CMO has not yet managed a school in Tennessee.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The charter has an experienced CMO to handle operations.		
(If Any) Weaknesses: The areas of most concern are having no facility selected yet, blank parts of the application and a reliance on the CMO for so many critical responsibilities. We are concerned that the CMO has not yet managed a school in Tennessee		

3 – FINANCIAL LAN AND

3.1 & 3.2 CHARTER SCHOOL FINANCING

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ **Does Not Meet Standard**

Strengths

Page

There were no strengths evident for this standard.

82-83; N

Concerns/Questions

Page

Does not meet the standard because the procedures, policies, systems, and processes are not clearly identified for this charter. The budget seems lacking, and viability is in question, for example with no startup year costs and not enough detail. The plan mentions use of the charter management organization, but not how that CMO meets these standards. Would like more information on Responsive Ed. The budget narrative in attachment O has percentages that do not add up. They do not fully support revenue and cost assumptions.

82-83, N, O

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ **Does Not Meet Standard**

Strengths

Page

There were no strengths evident for this standard.

82-83, N

Concerns/ Questions

Page

Does not meet the standard because the procedures, policies, systems, and processes are not clearly identified for this charter. The budget seems lacking, and viability is in question, for example with no startup year costs and not enough detail. The plan mentions use of the charter management organization, but not how that CMO meets these standards. Would like more information on Responsive Ed. The budget narrative in attachment O has percentages that do not add up. They do not fully support revenue and cost assumptions.

82-83, N, O

3 – FINANCIAL LAN AND

3.3 NETWORK FINANCIAL PLAN

Characteristics of a strong response:

- The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy.
- The applicant provides a complete, realistic, and viable budget for the network (**Attachment P**). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable.
- The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

There were no strengths evident for this standard.

84-85; P

Concerns/Questions

Page

The budget lacks specificity and details needed to assess viability. We are not sure how the student enrollment was determined in assumptions for the budget and do not see contingency plans.

84-85; P

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

There were no strengths evident for this standard.

84-85; P

Concerns/ Questions

Page

The budget lacks specificity and details needed to assess viability. We are not sure how the student enrollment was determined in assumptions for the budget and do not see contingency plans.

84-85;P

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

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

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

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE

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



Department of
Education

Charter Schools

TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

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

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

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

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

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

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

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

Guidance for Reviewers:

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

Strengths of the academic plan

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

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

Weaknesses of the academic plan

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

Strengths of the operations plan

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

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

Weaknesses of the operations plan

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

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

Strengths of the financial plan

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

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

Weaknesses of the financial plan

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

Instructions for Reviewers:

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

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.11 - Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.15 - Financial Plan and Capacity: 3.1 through 3.3 - Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.12 through 2.15 - Financial Plan and Capacity: 3.1, through 3.3 - Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) - Financial Plan and Capacity: 3.1 and 3.2 - Portfolio Review and Performance Record: 4.1

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

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

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

Evaluator Name: Adam W. Christopher

Proposed School Name: Founders Classical Academy

Application includes an Executive Summary.

Yes ☒ ☐ No ☐

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	X Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Mission includes a direct tie to 3 purposes as required. As required, the mission is clear and concise.		13-14
Concerns/Questions		Page
Mission statement is not measurable and there are numerous inconsistencies between pages. There is no plan to close achievement gaps, it just says they work themselves out over time.		13-15
Final Application Review		
☐ Meets or Exceeds Standard	X Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Mission includes a direct tie to 3 purposes as required. As required, the mission is clear and concise.		13-14
Concerns/Questions		Page
Mission statement is not measurable and there are numerous inconsistencies between pages. There is no plan to close achievement gaps, it just says they work themselves out over time.		13-15

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Application outlines the county demographics and prior year performance. The enrollment chart was completed.		16-18
Concerns/Questions		Page
Application did not identify a targeted population, community, etc. beyond just WilCo demographics. The stated purpose is to make a private school alternative free through state funding incorporating a complete revision of education goals, process, methods, etc. without direct identification of improved outcomes, unfulfilled needs, or rationale for why the state should pay for a private school model charter. The application provided the rationale of area growth to justify the need, not an actual academic need. Not a sound rationale.		16-18
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Application outlines the county demographics and prior year performance. The enrollment chart was completed.		16-18
Concerns/Questions		Page
Application did not identify a targeted population, community, etc. beyond just WilCo demographics. The stated purpose is to make a private school alternative free through state funding incorporating a complete revision of education goals, process, methods, etc. without direct identification of improved outcomes, unfulfilled needs, or rationale for why the state should pay for a private school model charter. The application provided the rationale of area growth to justify the need, not an actual academic need. Not a sound rationale		16-18

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Plan aligns with stated Mission and Vision. Plan is research based.		19-24
Concerns/Questions		Page
Plan does not align with TN academic standard. Plan lacks an outline for math, science, and computer instruction. Application lacks a plan for remediating underperformance.		19-24
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Plan aligns with stated Mission and Vision. Plan is research based.		19-24
Concerns/Questions		Page
Plan does not align with TN academic standard. Plan lacks an outline for math, science, and computer instruction. Application lacks a plan for remediating underperformance.		19-24

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: - Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. - Academic goals support the mission and vision of the school. - The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. - There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. - The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. - Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. - The school's promotion/retention and exit policies and standards are rigorous and clearly defined.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Provides a baseline and expected achievement goals. Plan includes a tutoring program. Attendance goals are realistic.		25-27
Concerns/Questions		Page
RTI plan does not reference TN guidelines. Plan is limited – it only provides K-3 goals, but no 4-12 goals There is no corrective action outlined for the school if it falls below state/district/own academic achievement goals. This is discussed for hypothetical students only.		25-27
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Provides a baseline and expected achievement goals. Plan includes a tutoring program. Attendance goals are realistic.		25-27
Concerns/Questions		Page
RTI plan does not reference TN guidelines. Plan is limited – it only provides K-3 goals, but no 4-12 goals There is no corrective action outlined for the school if it falls below state/district/own academic achievement goals. This is discussed for hypothetical students only.		25-27

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements. ▪ The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities. ▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Listed planned course offerings for HS graduation.		29
Concerns/Questions		Page
Application did not show how the specified curriculum meets TN graduation requirements; it just listed a bunch of courses. Several TN graduation requirements are missing such as Health and Algebra II. Application did not show how graduation requirements will ensure readiness for post-secondary education. Applicant stated that students at risk would get additional accelerated instruction but did not outline what the effective systems and structures were that would ensure success.		29-31
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Listed planned course offerings for HS graduation.		29
Concerns/Questions		Page
Application did not show how the specified curriculum meets TN graduation requirements; it just listed a bunch of courses. Several TN graduation requirements are missing such as Health and Algebra II. Application did not show how graduation requirements will ensure readiness for post-secondary education. Applicant stated that students at risk would get additional accelerated instruction but did not outline what the effective systems and structures were that would ensure success.		29-31

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Numerous testing/assessment processes were listed.		32
Concerns/Questions		Page
Applicant has not provided assessments that comply TN requirements. There is no detailed plan to train teachers in data analysis. Application states a plan to use data, but is unclear how the data will be used, what decisions/plans/etc.		32-33
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Numerous testing/assessment processes were listed.		32
Concerns/Questions		Page
Applicant has not provided assessments that comply TN requirements. In follow-up, applicant stated that they would research and align to TN requirements after they open their school. There is no detailed plan to train teachers in data analysis. Application states a plan to use data, but is unclear how the data will be used, what decisions/plans/etc.		32-33

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Fairly standard school year calendar was provided.		34, Att A
Concerns/Questions		Page
Missing detailed daily schedule by grade. Plan calls for 174 instructional days which is fewer than the TN minimum of 180 days of instruction. Plan for summer school only provides for K-2, not other grades.		34-35
Final Application Review		
☐ Meets or Exceeds Standard	X Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Fairly standard school year calendar was provided. In follow-up, detailed daily schedule was provided.		34, Att A, Submittal
Concerns/Questions		Page
Plan calls for 174 instructional days which is fewer than the TN minimum of 180 days of instruction. Plan for summer school is only provided for K-2, not other grades.		34-35

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
The need and basic process to identify the variety of student needs was addressed. Criteria were provided to exit ESL program.		36, 39
Concerns/Questions		Page
There is no discussion of leadership experience working with special populations. The plan to serve gifted students is not outlined. There is no plan provided to exit students with disabilities from services		36-40
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
The need and basic process to identify the variety of student needs was addressed. Criteria were provided to exit ESL program.		36, 39
Concerns/Questions		Page
There is no discussion of leadership experience working with special populations. The plan to serve gifted students is not outlined. There is no plan provided to exit students with disabilities from services		36-40

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Clear culture/ethos were stated and aligned with mission/vision. Student Handbook included in Attachment B. Discipline Policy included in Attachment C.		41-42
Concerns/Questions		Page
Handbook and Discipline Policy refer to Texas laws and are not aligned to TN law. Since not aligned with TN law, cannot be evaluated as legally sound/relevant and ready to start in TN. Handbook focused on MS/HS, not elementary.		Att B, Att C
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Clear culture/ethos were stated. Student Handbook included in Attachment B. Discipline Policy included in Attachment C.		41-42
Concerns/Questions		Page
Handbook and Discipline Policy refer to Texas laws and are not aligned to TN law. In follow-up, applicant plans to update these documents to TN law after the Charter is granted. These items, while provided, cannot be graded as meeting the rubric standard if they don't comply with TN law. Since not aligned with TN law, cannot be evaluated as legally sound/relevant and ready to start in TN. Student Handbook is focused on MS/HS, not ES. The applicant plans to start with ES and add MS/HS in future years, so they do not have a Handbook ready to start.		Att B, Att C, Written Response

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☒ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
The Enrollment Policy is provided in Attachment D and described in detail. The outreach program seems very good. Includes a clear statement on equal access/opportunity and an expectation that enrollment will reflect community demographics.	43-45	
Concerns/Questions	Page	
The applicant doesn't demonstrate understanding of the separation between WCS and FSSD districts and the relevant communities served.	43-5	
Final Application Review		
☒ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
The Enrollment Policy is provided in Attachment D and described in detail. The outreach program seems very good. Includes a clear statement on equal access/opportunity and an expectation that enrollment will reflect community demographics.	43-45	
Concerns/Questions	Page	
The applicant doesn't demonstrate understanding of the separation between WCS and FSSD districts and the relevant communities served.	43-45	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Parent/Community engagement plan is outlined but not detailed.		47
Concerns/Questions		Page
Attachment E is not provided. There are no letters of support, MOUs, or contracts evident. No evidence of community feedback, demand, or driving need for this charter are identified in the application.		46-47
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		
Parent/Community engagement plan is outlined but not detailed.		
Concerns/Questions		
Attachment E is not provided. There are no letters of support, MOUs, or contracts evident. No evidence of community feedback, demand, or driving need for this charter are identified in the application.		

SUMMARY COMMENTS

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

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

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

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	X Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Governing body school board of directors structure and plan are well thought out. Proposed board members have diverse backgrounds and expertise.		48-50
Concerns/ Questions		Page
Non-residence in Williamson County is permitted for Board members. This does not reflect the community served. Process for complaints is very vague/unclear – question was not answered.		49, 50
Final Application Review		
☐ Meets or Exceeds Standard	X Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Governing body school board of directors structure and plan are well thought out. Proposed board members have diverse backgrounds and expertise.		48-50
Concerns/ Questions		Page
Non-residence in Williamson County is permitted for Board members. This does not reflect the community served. Process for complaints is very vague/unclear – question was not answered.		49, 50

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
The budget aligns with the startup plan.		51
Concerns/Questions		Page
No evaluation or address of startup challenges was provided. Currently still searching/procuring locations/sites. Site procurement plan does not match stated timeline which indicated sites would already be selected. Contingency sites were listed but it is unclear if they meet requirements of a school.		51-52
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
The budget aligns with the startup plan.		51
Concerns/ Questions		Page
The evaluation and address of startup challenges was limited and inadequate. Currently still searching/procuring locations/sites. Site procurement plan does not match stated timeline which indicated sites would already be selected. In follow-up applicant stated that they were in negotiations on sites, but would not disclose locations or details. Contingency sites were listed but it is unclear if they meet requirements of a school.		51-52

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.3 FACILITIES		
Characteristics of a strong response: ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Square footage space needs identified are sufficient for the expected student population.		53
Concerns/Questions		Page
Facility cost budget numbers are unrealistically low for this county considering what WCS sees (>\$270/SF). No demonstrated expertise in facility acquisition/management. Plan for facility procurement is a mere outline with no detail. Did not describe size & type of classrooms, or ancillary spaces required by this school. Contingency sites were listed but it is unclear if they meet requirements of a school. They appear to have insufficient space/configuration for classrooms, restrooms, HVAC, etc. and no facilities for athletics, playgrounds, etc.		53-55
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Square footage space needs identified are sufficient for the expected student population.		53
Concerns/ Questions		Page
Facility cost budget numbers are unrealistically low for this county considering what WCS sees (>\$270/SF). In follow-up, applicant depends on deferments or philanthropy to bridge their budget gaps. No demonstrated expertise in facility acquisition/management. Plan for facility procurement is a mere outline with no detail. Did not describe size & type of classrooms, or ancillary spaces required by this school. Contingency sites were listed but it is unclear if they meet requirements of a school. They appear to have insufficient space/configuration for classrooms, restrooms, HVAC, etc. and no facilities for athletics, playgrounds, etc.		53-55

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL		
Characteristics of a strong response: ▪ The school's organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
There is no detailed Org Chart to manage a school (Attachment G), not even a template/framework. There is no recruitment/hiring strategy or plan. Attachment H is blank. No plan for addressing unsatisfactory performance/turnover was provided. Employee manual and personnel policy (Attachment I) is blank. No compensation packages, recruiting process, etc. was provided.		56-59
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page
There is no detailed Org Chart to manage a school (Attachment G), not even a template/framework. There is no recruitment/hiring strategy or plan. Attachment H is blank. No plan for addressing unsatisfactory performance/turnover was provided. Employee manual and personnel policy (Attachment I) is blank. No compensation packages, recruiting process, etc. was provided.		56-59

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
PD Plan includes time for specific trainings (but not when they are scheduled on the calendar), mentor coaching, peer support, and supervisory review.		60
Concerns/Questions		Page
The PD plan is unclear with respect to process, specifics/details, budget, location, schedule, duration, topics, etc. It did not address how the schedule/staffing structure support the plan. It did not identify the position responsible. The PD section does not address diverse populations or diverse needs. The plan did not address development, growth, collaboration, future leadership, etc. It said that ResponsiveEd does those things but now how that plan is laid out.		60-62
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
PD Plan includes time for specific trainings (but not when they are scheduled on the calendar), mentor coaching, peer support, and supervisory review.		60
Concerns/ Questions		Page
The PD plan is unclear with respect to process, specifics/details, budget, location, schedule, duration, topics, etc. It did not address how the schedule/staffing structure support the plan. It did not identify the position responsible. The PD section does not address diverse populations or diverse needs. The plan did not address development, growth, collaboration, future leadership, etc. It said that ResponsiveEd does those things but now how that plan is laid out.		60-62

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.6 INSURANCE		
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Applicant lists specific insurance coverage it plans to maintain.		63
Concerns/Questions		Page
The insurance plan is missing employer liability, professional liability, surety bonds, and sexual abuse coverage. The insurance plan does not include additional coverage athletics program specific liability coverage even though they state elsewhere that they intend to have an athletics program. There is nothing provided in Attachment J.		63
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Applicant lists specific insurance coverage it plans to maintain.		63
Concerns/ Questions		Page
The insurance plan is missing employer liability, professional liability, surety bonds, and sexual abuse coverage. The insurance plan does not include additional coverage athletics program specific liability coverage even though they state elsewhere that they intend to have an athletics program. In follow-up, they did not address this discrepancy. There is nothing provided in Attachment J.		63

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Applicant does not plan to provide any transportation. This lack of plan means that any SPED or economic disadvantaged students will not be served unless special provisions are made. There is no plan for oversight of transportation. Applicant is not familiar with state and federal requirements relating to transportation services.		64
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page
Applicant does not plan to provide any transportation. This lack of plan means that any SPED or economic disadvantaged students will not be served unless special provisions are made. There is no plan for oversight of transportation. Applicant is not familiar with state and federal requirements relating to transportation services. In follow-up, applicant stated they would explore option of limited transportation services for high need situations.		64

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
There is no detailed plan for food service – logistics, staff, location, etc. The plan references outsourcing nutrition to a contracted meal provider to comply with regulations and guidelines. The plan does not address how it will collect free & reduced information from families. The only staff listed is the campus administrative assistant. It isn't clear how this person will manage ensuring adequate nutrition for over 1000 students.		65
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page
There is no detailed plan for food service – logistics, staff, location, etc. The plan references outsourcing nutrition to a contracted meal provider to comply with regulations and guidelines. The plan does not address how it will collect free & reduced information from families. The only staff listed is the campus administrative assistant. It isn't clear how this person will manage ensuring adequate nutrition for over 1000 students. In follow-up, the applicant stated they would coordinate with the district to provide meals for their students, which implies they cannot do it themselves.		65

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
None		66-67
Concerns/Questions		Page
The applicant provides no information on technology within the classroom and for state assessments. The applicant does not address data management or student information privacy (FERPA). The applicant doesn't address Health and Safety. There is no plan for registered nurse and no funds for CSH. There is no safety/security plan, merely a statement that they will comply. There is no facility maintenance plan – only list 2 custodians.		66-67
Final Application Review		
☐ Meets or Exceeds Standard	X Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
In follow-up: Applicant stated that computers would be used for testing and special circumstances only. While this addresses the question, it does not seem adequate. Applicant stated a plan to manage student information through PowerSchool or Skyward.		Written Response
Concerns/ Questions		Page
The applicant doesn't address Health and Safety. There is no plan for registered nurse and no funds for CSH. There is no safety/security plan, merely a statement that they will comply. There is no facility maintenance plan – only list 2 custodians.		66-67

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE		
Characteristics of a strong response: - If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. - There is a clear division of roles between the board and the CMO. - There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. - If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Application discusses a contract with ResponsiveEd and the rationale for that selection.		68
Concerns/Questions		Page
The division of roles is murky and unclear. It seems like ResponsiveEd is responsible for nearly everything necessary to run the school, except when it isn't, and there is no document that specifies the dividing lines and relationships between ResponsiveEd, Del Rey, and Founders. Attachment K provides an MOU that lists topics, but no details as specified in rubric. Application does not address potential conflicts of interest and the process for resolution.		68-70
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Application discusses a contract with ResponsiveEd and the rationale for that selection. In follow-up, ResponsiveEd will run the school with oversight from Del Rey, the applicant organization.		68
Concerns/ Questions		Page
The division of roles is murky and unclear. It seems like ResponsiveEd is responsible for nearly everything necessary to run the school, except when it isn't, and there is no document that specifies the dividing lines and relationships between ResponsiveEd, Del Rey, and Founders. Attachment K provides an MOU that lists topics, but no details as specified in rubric. Application does not address potential conflicts of interest and the process for resolution.		68-70

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☒ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
No waivers = N/A		
Concerns/Questions		Page
N/A		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
N/A		
Concerns/ Questions		Page
N/A		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Nothing provided despite being part of the Del Rey network and collaborating with the ResponsiveEd organization. There are statements elsewhere in the application about expansion into TN, implying that there is a network. There is no evidence that this organization can open and operate high quality schools in TN.		74
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page
Nothing provided despite being part of the Del Rey network and collaborating with the ResponsiveEd organization. There are statements elsewhere in the application about expansion into TN, implying that there is a network. There is no evidence that this organization can open and operate high quality schools in TN.		74

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: ▪ The leadership team is identified, together with their roles and responsibilities. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
None – Nothing provided		75
Concerns/Questions		Page
Nothing provided		75
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
None – Nothing was provided		75
Concerns/ Questions		Page
Nothing provided		75
2.14 NETWORK GOVERNANCE		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response:

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

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

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

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

None provided

78

Concerns/Questions

Page

Nothing provided

78

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

None

78

Concerns/ Questions

Page

Nothing provided

78

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response: ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
None		79
Concerns/Questions		Page
Nothing provided		79
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
None		79
Concerns/ Questions		Page
Nothing provided		79

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

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

SECTION P CAPACITY
3 – FINANCIAL LAM AND

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all startup expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant's internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	X Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Financial procedures/policies were outlined in Attachment O. A 5-year budget projection chart was prepared, but it didn't have much detail. The applicant identified financial procedures, policies, and responsible personnel. High expertise.		82, Att N, Att O
Concerns/Questions		Page
The 5-year budget projection in Attachment N does not list any assumptions and doesn't provide sufficient detail to determine if it reflects all startup expenses, is complete, realistic, or viable. While certain types of contracted services were identified, there were no criteria/procedures for soliciting/selecting contractors. The contingency plan is to get loans from other external funding sources without any details of how they would secure that financing.		Att N, Att O
Final Application Review		
X Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Financial procedures/policies were outlined in Attachment O. A 5-year budget projection chart was prepared, but it didn't have much detail. Follow-up included additional details, assumptions, and projections. The applicant identified financial procedures, policies, and responsible personnel. High expertise.		82, Att N, Att O
Concerns/ Questions		Page
While certain types of contracted services were identified, there were no criteria/procedures for soliciting/selecting contractors. The contingency plan is to get loans from other external funding sources without any details of how they would secure that financing.		Att O

SECTION P CAPACITY
3 – FINANCIAL PLAN AND

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	NA- Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	NA- Does Not Meet Standard
Strengths		Page
N/A		
Concerns/ Questions		Page
N/A		

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

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

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

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE		
Characteristics of a strong response: ▪ Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator's schools are high performing and successful (Attachment Q). ▪ Graduation rates are indicative of highly successful strategies (if applicable). ▪ Applicant selects one or more of the organization's consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome. ▪ Applicant selects one or more of the organization's low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable). ▪ If the school is operating under another authorizer, the school's performance report or authorizer evaluation (Attachment R) is favorable. ▪ Latest audit (Attachment S) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law. ▪ The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, Attachment T).		
Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
N/A		
Concerns/Questions	Page	
N/A		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
N/A		
Concerns/ Questions	Page	
N/A		



TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

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

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

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

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

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

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

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

Guidance for Reviewers:

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

Strengths of the academic plan

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

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

Weaknesses of the academic plan

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

Strengths of the operations plan

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

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

Weaknesses of the operations plan

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

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

Strengths of the financial plan

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

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

Weaknesses of the financial plan

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

Instructions for Reviewers:

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

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.11 - Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.15 - Financial Plan and Capacity: 3.1 through 3.3 - Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	• Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.12 through 2.15 - Financial Plan and Capacity: 3.1, through 3.3 - Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	• Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) - Financial Plan and Capacity: 3.1 and 3.2 - Portfolio Review and Performance Record: 4.1

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

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

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

Jay Galbreath

Evaluator Name: _____

Founders Classical Academy

Proposed School Name: _____

Application includes an Executive Summary.

Yes ☒

No

☐

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The inclusion of Responsive Education Solutions (ResponsiveEd) brings a history of a classical model serving 10,000 students in Arkansas and Texas.		11
The applicant states that there is demand for classical education that are currently only being provided locally through private schools.		
The applicant illustrates how the mission and vision of Del Rey “through its rigorous academics, as well as its emphasis on the arts, cultural literacy, and character development” aligns with WCS’ commitment to “prepare students for the future.”		14
Concerns/Questions		Page
The relationship between Del Rey, ResponsiveEd is not yet clear.		11-14
Seems to lack details to support the successes of the ResponsiveEd schools in Arkansas and Texas; and given that this is not an application for a network and rather an individual school, need more clarity as to how Founders and Del Rey are prepared for success.		
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The inclusion of Responsive Education Solutions (ResponsiveEd) brings a history of a classical model serving 10,000 students in Arkansas and Texas.		11
The applicant states that there is demand for classical education that are currently only being provided locally through private schools.		
The applicant illustrates how the mission and vision of Del Rey “through its rigorous academics, as well as its emphasis on the arts, cultural literacy, and character development” aligns with WCS’ commitment to “prepare students for the future.”		14
Concerns/Questions		Page
The applicant, even with its response to the interview did not adequately demonstrate, outside of providing a classical curriculum, is meeting a need that is not being served by WCS. In addition, the applicant did not demonstrate how its organization, apart from ResponsiveEd network, is prepared to deliver on the mission.		11-14, Follow-Up Responses

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicant is starting with K-8 with plans to add an additional grade for 9-12 over years 2-5.		17
Concerns/Questions		Page
The applicant hasn't selected even a geographic area for the location of the school. The student enrollment projections for years 2-5 in the application to not match tab 2) of the Budget projection worksheet. The enrollment projections of 72 K-3 and 88 for 4-8 in year 1 seems awfully optimistic, and the applicant hasn't demonstrated the demand to create 4 classes per grade.		16
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The plan to focus on K-8 for year one and grow organically with additional grade per year appears consistent with the mission/vision.		16
Concerns/Questions		Page
The applicant cites the learning loss of WCS sub-populations of economically disadvantaged and Black students being greater than the WCS average, yet the applicant does not demonstrate how it will target those students with its target location or focus; nor does the applicant demonstrate the success of its program during or prior to Covid to be greater than or equal to WCS. The applicant recognizes that the Williamson County population has several high growth areas, and WCS is addressing that growth with a robust capital plan. The applicant states that it's likely location will be in high-growth area, but the students will not necessarily come from those areas. Regardless of the location, the enrollment will pull from across the county at approximately 2-3 students per grade per school, and thus will not have a significant impact on relieving growth from high-growth areas.		16

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The classical liberal arts academic focus does align with the school's mission and vision.		18
Concerns/Questions		Page
1.3(a) states that the curriculum is time-tested and research-based, but I don't see any documentation of research or results for the curriculum, ResponsiveEd, Del Rey, or Founders'.		16
Focus is on Texas and Arkansas, but it's unclear how the curriculum aligns to Tennessee State Standards.		
1.3(i) Applicant indicates "N/A" with respect to how this application differs from its other schools. It is correct that it is not applicable because Founders' does not have any other schools, but so much of the application is based upon ResponsiveEd's network, yet because it is not a network application, the applicant is light on specifics.		24
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The classical liberal arts academic focus does align with the school's mission and vision.		18
Concerns/Questions		Page
After the follow up interview and responses, I still do not feel that the applicant adequately demonstrated that it is prepared to execute this curriculum with respect to TN State Standards. There is no detail on the evidenced-based history or how the plan will remediate those students' academic underperformance		18, Follow-Up Responses

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
The applicant has a solid understanding of what academic performance standards need to be, and have set lofty goals for achievement based on ResponsiveEd's history. The application adequately addresses tutoring program, with Saturday School and summer school options. Attendance expectations seem realistic.	25-27	
Concerns/Questions	Page	
The academic performance standards lack specificity and detail. The applicant refers to goals based on ResponsiveEd's other classical schools, but continues to lack adherence to TN State Standards or offer examples of how they have been able to increase performance from 46%, 44%, and 46% in ELA, Math and Science to 64%, 62%, and 64% in 4 years.	25-27	
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
The supplemental questions included Founders graduation credit requirements which seem to align with state requirements, and don't appear to need any waivers.	25-27, Follow-Up Responses	
Concerns/Questions	Page	
The supplemental questions indicated that the alignment to TCAP/EOC will be performed prior the opening of school, and despite not having completed that alignment, the goals to increase performance related to those standards remains at ~50% increase over the first 4 years (1.4(a)). The lofty goals on paper are unrealistic and there has been no justification, even from ResponsiveEd, that such increases are feasible or expected.	25	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
N/A		
Concerns/Questions	Page	
N/A		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
N/A		
Concerns/Questions	Page	
N/A		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements. ▪ The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities. ▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicant has plans to offer advance AP courses in Math and Science.		29
Concerns/Questions		Page
Our academic team raised several deficiencies between the stated requirements and TN state requirements. The 4 credits for Math are unclear in the application, as Algebra 2 is omitted, and there is no definition of HOPE. The social studies requirements are insufficient, and it is not specified that a waiver will be needed or obtained.		29
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
n/a		
Concerns/Questions		Page
The supplemental response included the definition of the HOPE PE credit (https://www.apexlearning.com/course/351), which is a Florida program. It is not clear if this meets the health and wellness requirements for TN. There are no advanced AP courses planned other than Science and Math, which doesn't meet the rigor expectations of WCS.		29, Follow-Up Responses

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Founders Classical Academies intends to use a wide array of assessments listed in 1.7(a).		32
Concerns/Questions		Page
The applicant has not demonstrated knowledge of or application of TN State Standards. While there is a plan to use a program to report, the program is not yet specified. And unlike other areas in which the applicant refers to systems that are in place for ResponsiveEd, in this case, the decision is just being pushed until later which platform will be used, yet there is limited staff in year 0 to make that assessment and do legwork required to make it operational.		32
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Applicant recognizes that a wide-array of assessments are important and seems to have a data-driven philosophy		32
Concerns/Questions		Page
The initial concerns were not addressed in the interview or supplemental response, and significant questions are still present as to how and when the applicant will adapt the curriculum and assessments to align with TN standards. The applicant has not demonstrated a plan to do so.		32, Follow-Up Responses

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
n/a		
Concerns/Questions		Page
Organized athletics begin in 7 th grade vs 6 th for other WCS students. The required instructional days for TN is 180 and the applicant's proposed school year includes 174 days.		34
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
n/a		
Concerns/Questions		Page
The supplemental response included an answer to why summer school was only available to K-2 students referring to the Texas funding model. Unless a waiver is granted or provided, this doesn't align with the TN state requirements.		34, Follow-Up Responses

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicant has identified a process to identify special populations subject to IEP and 504 plans.		36
Concerns/Questions		Page
The proposed SPED populations are less than 20% of the actual WCS experience. Even with a proposed 2% of SPED students, the applicant has not provided for adequate staffing to execute the plan for special populations		Attachment N
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicant has identified a process to identify special populations subject to IEP and 504 plans.		36
Concerns/Questions		Page
Concerns regarding the modification of the curriculum to reduce the rigor only if there are high concentrations of at-risk special populations. The applicant refers to a testing coordinator and an IEP specialist, but the plan is unclear as to who is delivering the evaluations and services to the special populations, including gifted students		39

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☒ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Applicant has a clear vision for culture as it is firmly entrenched within the curriculum and the mission / vision. The handbook is complete and specific, albeit a sample from a Texas school.		41 Schedule B
Concerns/Questions		Page
I would have expected applicant to have at least attempted to identify those areas in the Handbook that must be modified between TX and TN laws and regulations to demonstrate a good faith effort to prepare for the transition to TN rather than simply relying on its TX operations. The Schedule C isn't identified as being from an existing ResponsiveEd school, but it is also no		Schedule B Schedule C
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The applicants vision for culture is clear and pervasive throughout the entire organization and application.		41
Concerns/Questions		Page
The interview and supplemental response did not adequately address the initial concerns.		Follow-Up Responses

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: - The applicant's enrollment policy (Attachment D) complies with state law and district policies. - The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. - Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☒ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
The applicant has outlined a very thorough process for recruitment and enrollment.	43-45	
Concerns/Questions	Page	
While there is no indication that the applicant will not make every effort to attract students of all demographic areas, there is not a specific plan to target economically disadvantaged students, ELL, or students with disabilities.	43-45	
Final Application Review		
☒ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
The process and timeline for recruitment and enrollment meets the standards.	Attachment D	
Concerns/Questions	Page	
Applicant's response to supplemental questions did not adequately address the lack of a plan to target economically disadvantaged students, ELL, or students with disabilities. The enrollment projections and the proposed site selection indicate and project ED and SPED populations that are significantly less than the WCS population as a whole.	43-45, Follow-up Responses, Attachment N	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The Community Advisory Council ("CAC") is a strong plan for engaging parents and community members		46
Concerns/Questions		Page
Attachment E was not included		Attachment E
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		
n/a		
Concerns/Questions		
Attachment E was not included as required to include letters of support, MOUs, or contracts with community partners, which indicates that the applicant has not begun the required community work to evaluate, validate, and ensure a successful launch. (Attachment E)		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

SUMMARY COMMENTS

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

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths: The applicant has a clear vision of using a classical education, along with a curriculum based on civic responsibility that is pervasive throughout the organization and the application. The applicant brings experience through ResponsiveEd to the table in addition to the Hillsdale curriculum which provides a level of credibility. Weaknesses/Questions: Despite the presence of ResponsiveEd, the application appears partially incomplete, relying on the inclusion of documents and standards from Texas with little effort being provided for this application to even identify modifications that must be made for the transition to Tennessee.		
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths: The applicant has a clear vision of using a classical education, along with a curriculum based on civic responsibility that is pervasive throughout the organization and the application. The applicant brings experience through ResponsiveEd to the table in addition to the Hillsdale curriculum which provides a level of credibility. (If Any) Weaknesses: The interview and supplemental responses were inadequate to overcome the weaknesses and outstanding questions posed from the initial review. The lack of inclusion of Attachment E and the lack of modification of the curriculum or assessments to TN State Standards are examples of evidence that the applicant has not put forth the effort necessary to prove that it is ready and able to successfully launch a new school in Williamson County at this time.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The board appears to have the appropriate expertise for governance, particularly when combined with the partnership with ResponsiveEd for operational oversight. The applicant appears to have completed all the necessary formation and organizational documentation.		50 Attachment F
Concerns/ Questions		Page
The application is not clear as to the residency requirements of its Board members. There is a question as to whether the applicant intends on enrolling students from outside of Williamson County as per the Exceptions in Attachment D.		49 Attachment D
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The organizational documents, board makeup and plan for governance seem complete and sufficient.		49-50, Attachment D
Concerns/ Questions		Page
I am still unclear if there is a requirement for board members to reside in Williamson County, but I have not seen any requirement for the charter to do so.		49-50, Follow-up Responses

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
n/a		
Concerns/Questions		Page
There is no location identified, only a possibility of 3 areas. Understandable that they don't want to disclose locations that they may have talked to, but there doesn't seem to be a clear line of sight to workable space. Space in commercial district will be difficult to provide playgrounds and athletic facilities. The non-payroll expenses outlined in 2.2(a) for direct mail, curriculum, and miscellaneous expenses are not included in the budget.		51-52 Attachment N
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicant understands the difficulties with site selection and construction for a startup organization and its first site in TN		51
Concerns/ Questions		Page
The financial plan of the startup (2.2(a)) and year 0 budget are not complete or feasible. The expenses outlined in 2.2(a) are more extensive than are in the budget Attachment N, but there is still no fundraising expenses or general office expenses to setup the school prior to July 2023.		51, Attachment N

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.3 FACILITIES		
Characteristics of a strong response: ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Del Rey Education’s president is familiar with commercial real estate and they are seeking expert advice and recognize the importance and difficulty of this process, and ResponsiveEd has a strong record of finding adequate facilities.		54
Concerns/Questions		Page
The applicant is not clear and consistent as to the size of the facility needed and the enrollment. There is a tight timeframe to procure an undetermined sight and do any kind of renovation in advance for opening . Our operations review team identified some metrics for total sq ft needed for 36 classrooms in Year 1 and up to 52 classrooms in Year 5 and up to 1,128 students along with common areas (Cafteria, gymnasium, office) that are not addressed in detail		53-55
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
ResponsiveEd has extensive experience in starting charters, including finding space for new facilities, which is probably the option for year one rather than building a facility		54
Concerns/ Questions		Page
Despite the experience of ResponsiveEd, the challenges to finding a facility capable of housing up to 1,128 students in the areas of interest with the required interior and exterior amenities is a great one in Williamson County. There are simply too many unanswered questions 16 months from the opening of this facility that raise great doubts on the feasibility of this startup plan.		53-55

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL		
Characteristics of a strong response: - The school's organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. - Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). - Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. - Compensation packages are likely to attract and retain qualified staff. - The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. - The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. - The employee manual and personnel policies (Attachment I) are complete and effective. - Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		
Concerns/Questions		Page
The Organizational chart in Attachment G states that they org chart will vary based on the needs of the school and the students and they don't have enough information to project at this time.		Attachment G
Staffing will be a challenge and the applicant states that they will using search firms and job fairs, yet no detail of any of those expenses Is provided in the startup future budgets		57
No detail for the Organization of ResponsiveEd is provided, only the 2 employees not provided through RE.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		
Concerns/ Questions		Page
Applicant was given the opportunity to provide supplemental detail with regard to the number and types of operating staff that will be present onsite in Williamson Count and they chose not to respond. The outsourcing of all the operations to ResponsiveEd and the presence of only a couple of administrative personnel is troubling. We have not been given the detail on other ResponsiveEd's facilities if they use a similar model, but given that this is the first in TN with no track record, I am not comfortable with this plan.		Follow-up Responses, Attachment N

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
20 PD days are anticipated in the calendar / performed by the staff, and will be performed using the existing ResponsiveEd network.		60
Concerns/Questions		Page
While there may be extensive experience by ResponsiveEd and they may perform PD for hundreds of teachers and staff for their other facilities, the summary on pp 60-62 is not sufficient or in enough detail to demonstrate that a complete Professional Development plan is in place.		60-62
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
20 PD days are anticipated in the calendar / performed by the staff, and will be performed using the existing ResponsiveEd network.		60
Concerns/ Questions		Page
The supplemental interview and responses did not adequately produce any additional information to provide details about the Professional Development to be provided, nor any specific plans for PD to address special and diverse populations		60-62, Follow-up Responses

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.6 INSURANCE		
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Review of the coverage amounts seem to be consistent with what WCS would require of any contractor		63
Concerns/Questions		Page
The insurance requirements in 2.6(b) require a letter of coverage from the proposed insured; the applicant indicates that this letter will be available prior to negotiation of the charter agreement, but that does not meet the requirement. Not yet clear if athletics will be offered, for MS or HS, as an additional liability coverage would need to be added.		Attachment J, 63
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Review of the coverage amounts seem to be consistent with what WCS would require of any contractor		63
Concerns/ Questions		Page
Upon the supplemental interview, applicant indicated that they will offer very limited athletics, based on their risk of concussion, but that will still require some form of additional liability policy. The absence of the letter of coverage is still a deficiency versus the rubric requirements.		Attachment J, Follow-up Responses

SECTION 2 – OPERATIONS PLAN AND CAPACITY

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

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The applicant has a plan to use a national food service vendor, CNP, with the ability to provide for free and reduced lunch.		65
Concerns/Questions		Page
There is no revenue and expense listed in the budget to indicate that there is a clear plan to provide food service, and there is no indication in the year 0 activities or expenses of the selection of a food service vendor.		65
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The plan for CNP as the national food service provider.		65
Concerns/ Questions		Page
The supplemental interview responses did not provide additional clarity with respect to food service. In fact, the applicant appears to be preparing that there will not be a kitchen that the students will be required to bring a lunch. The Attachment B – Page 10 is a sample policy for RE Texas (not for Founders, as it relates to Texas state regulations) and it addresses Free and Reduced meals, but the solution for Founders is not clear. The supplemental response indicates that the campus admin will provide nutrition support for free and reduced, but the assumption is that Free and Reduced will be less than 3.3%, and if greater, a nutrition services position will be added, but that is not included in the budget.		65, Attachment B, Follow-up Responses

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicant's response adequately addresses the safety and security with respect to physical security - 2.9(d)		66
Concerns/Questions		Page
The applicant didn't address technology in the classroom, coordinated school health or data management plan. (2.9 a-c		66
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicant's response adequately addresses the safety and security with respect to physical security - 2.9(d)		66
Concerns/ Questions		Page
The supplemental response provided answers to 2.91a)-c) . Devices are going to be provided only for testing, labs and special circumstances, but there is no detail for student laptops or technology in the budget (attachment N), including the wifi that applicant says will be in the building, but again, it's not itemized in the budget. For the data management, ResponsiveED is responsible, but no decision has been made on Skyward or PowerSchool.		66, Follow-up Responses

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE		
Characteristics of a strong response: - If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. - There is a clear division of roles between the board and the CMO. - There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. - If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Applicant cites accolades for Del Rey and ResponsiveED		68
Concerns/Questions		Page
While there are claims and accolades for the proposed CMO, there is no support here or elsewhere in this application to demonstrate ResponsiveEd's track record of success. The TEA is quoted that RE has helped 13 struggling schools, but WCS does not have any schools that are struggling, if that is the focus of the CMO. Applicant states on P70 that RE has: "tremendous success providing classical education to student populations similar to those served by our proposed school. ResponsiveEd's Founder's Classical Academies operate at similar capacities, with typically upwards of 1,000 students on their waitlists.", however, again there is no evidence provided to support this statement.		68
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Applicant cites accolades for Del Rey and ResponsiveED		68
Concerns/ Questions		Page
The supplemental response attempts to clarify how Del Rey and ResponsiveEd will partner with Founders to provide services, but it did so with only 2 sentences, and no breakdown of services provided, staffing or location of ResponsiveEd staff or any details outside of the limited narratives provided.		68, Follow-up Responses

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
No waivers requested		72-73
Concerns/Questions		Page
Unclear if the lack of waiver requests is an oversight or an understanding that truly no waivers will be requested.		72-73
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No waivers requested		72-73
Concerns/ Questions		Page
Follow up to supplemental questions indicate “Core Knowledge Sequence is used in at least 11 schools across Tennessee, including Nashville Classical Academy, Power Center Elementary, East Chester Elementary, Arlington International Leadership School, and others.”. So it appears that waivers will be needed, and not sure if this is the only one or not.		Follow-up Responses

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	NA Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A – but the applicant spends considerable amount of its application relying on the network of its CMO, ResponsiveEd and Del Rey.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	NA Does Not Meet Standard
Strengths		Page
N/A		
Concerns/ Questions		Page
N/A – but the applicant spends considerable amount of its application relying on the network of its CMO, ResponsiveEd and Del Rey.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: ▪ The leadership team is identified, together with their roles and responsibilities. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	NA Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A – but the applicant spends considerable amount of its application relying on the network of its CMO, ResponsiveEd and Del Rey.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	NA Does Not Meet Standard
Strengths		Page
N/A		
Concerns/ Questions		Page
N/A – but the applicant spends considerable amount of its application relying on the network of its CMO, ResponsiveEd and Del Rey.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.14 NETWORK GOVERNANCE		
Characteristics of a strong response: 1) If there is a network board that operates as the main governing body with each school having an advisory committee: ▪ Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. ▪ Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely. ▪ Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. ▪ There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s). 2) If there will be one governing board for all schools at the local level: ▪ Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary). ▪ A copy of the by-laws and organizational chart is included. ▪ There is a clear, thorough plan to transform the board's membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities. ▪ There is a plan in place for board training as required by Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	NA Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A – but the applicant spends considerable amount of its application relying on the network of its CMO, ResponsiveEd and Del Rey.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	NA Does Not Meet Standard
Strengths		Page
N/A		
Concerns/ Questions		Page
N/A – but the applicant spends considerable amount of its application relying on the network of its CMO, ResponsiveEd and Del Rey.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response: ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	NA Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A – but the applicant spends considerable amount of its application relying on the network of its CMO, ResponsiveEd and Del Rey.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	NA Does Not Meet Standard
Strengths		Page
N/A		
Concerns/ Questions		Page
N/A – but the applicant spends considerable amount of its application relying on the network of its CMO, ResponsiveEd and Del Rey.		

2 OPERATIONS PLAN AND CAPACITY

SUMMARY COMMENTS

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

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

SECTION P CAPACITY
3 – FINANCIAL LAN AND

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all startup expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant's internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicant is using a Charter Management Organization, ResponsiveEd, which should result in a completeness and a level of specificity that would otherwise be possible for an independent application.		Attachment O
Concerns/Questions		Page
The Budget appears incomplete and missing a level of detail required for a thorough evaluation of questions. The main request for supplemental information was to complete the budget, including notes, and a more detailed budget for year 0. The presence of ResponsiveEd suggests that policies and procedures are in place, and that they simply weren't included in the application, so we requested supplemental information regarding details policies and procedures. The initial budget for year 0 includes \$1M of fundraising revenue, a principal and a clerical staff, without any other costs or detail, which we also requested additional information.		Attachment N
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicant has the backing of ResponsiveEd, for which the supplemental response included financial reports which demonstrated a strong financial position from its operations in Texas and Arkansas.		Attachment O
Concerns/ Questions		Page
The responses for supplemental information did very little to answer the initial concerns for the incompleteness of the initial application. The applicant chose not to edit or modify the budget worksheet (Attachment N) that still does not have Assumption notes to 95% of the line items. We made a specific request to provide the staffing assumptions for tab 5 of Attachment N, and rather than editing the budget workbook, the applicant provided FTEs by position, but the positions did not fit the descriptions provided in the budget. The SPED students are 2% compared with 9.9% SPED according to the state (14.7% based on WCS SPED Director), and even with the lower number of students, there is inadequate staffing identified in the budget to deliver SPED services, including no resources for OT, PT, and other services. The startup plan indicates the intent to raise \$1M with no plan for fundraising expenses or contingency plan if those funds are not raised. While the applicant has ResponsiveEd as a key partner/vendor, there is no commitment being demonstrated by ResponsiveEd to provide any funds, rather, they are being paid a budgeted \$835k as CMO fee.		Attachments N, O

3 – FINANCIAL LAN AND

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	NA Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A – the application is not a network application as the applicant does not have any existing TN-based charter schools, though the application is largely dependent upon the existing network of its CMO partner, ResponsiveEd.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	NA Does Not Meet Standard
Strengths		Page
N/A		
Concerns/ Questions		Page
N/A – the application is not a network application as the applicant does not have any existing TN-based charter schools, though the application is largely dependent upon the existing network of its CMO partner, ResponsiveEd.		

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

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

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

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE		
Characteristics of a strong response: ▪ Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator's schools are high performing and successful (Attachment Q). ▪ Graduation rates are indicative of highly successful strategies (if applicable). ▪ Applicant selects one or more of the organization's consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome. ▪ Applicant selects one or more of the organization's low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable). ▪ If the school is operating under another authorizer, the school's performance report or authorizer evaluation (Attachment R) is favorable. ▪ Latest audit (Attachment S) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law. ▪ The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, Attachment T).		
Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		
Concerns/Questions		Page
Applicant did not provide any information of past performance. Founders is a new TN organization, but it's dependence on ResponsiveEd should enable applicant to provide a history of ResponsiveEd's performance.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		
Concerns/ Questions		Page
In its response for supplementary information, Applicant provided limited 2019 and 2021 accountability ratings for a single school from Texas. With its expansive footprint of schools in Texas and Arkansas, providing results for 2 years for one school is not sufficient. A more thorough response would have been a detailed history of how the RespsniveEd schools in Texas and Arkansas have performed against their LEAs and other charter schools, how the schools performed compared with their initial assumptions from their charter applications, and how the demographic makeup and academic records were similar/dissimilar to WCS.		Follow-Up Responses, Red Annual Report



Department of
Education

Charter Schools

TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

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

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

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

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

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

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

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

Guidance for Reviewers:

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

Strengths of the academic plan

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

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

Weaknesses of the academic plan

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

Strengths of the operations plan

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

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

Weaknesses of the operations plan

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

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

Strengths of the financial plan

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

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

Weaknesses of the financial plan

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

Instructions for Reviewers:

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

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.11 - Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.15 - Financial Plan and Capacity: 3.1 through 3.3 - Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.12 through 2.15 - Financial Plan and Capacity: 3.1, through 3.3 - Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) - Financial Plan and Capacity: 3.1 and 3.2 - Portfolio Review and Performance Record: 4.1

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

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

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

Evaluator Name: Kevin Keidel

Proposed School Name: Founders Classical Academy

Application includes an Executive Summary.

Yes ☐

No ☐

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The applicant links the mission and vision to at least 3 of the purposes for charter schools (3 rd , 5 th and 6 th purposes). The application describes unique features of the instructional program.		13-15
Concerns/Questions		Page
The mission is not measurable, but the vision may be. The application indicates K-12, but this section indicates K-8 only (states they will have closed the achievement gap before high school). Connection to first purpose is not clear. The application lacks description of how they will close achievement gaps.		13-15
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The applicant links the mission and vision to at least 3 of the purposes for charter schools (3 rd , 5 th and 6 th purposes). The application describes unique features of the instructional program.		13-15
Concerns/Questions		Page
The mission is not measurable, but the vision may be. The application indicates K-12, but this section indicates K-8 only (states they will have closed the achievement gap before high school). Connection to first purpose is not clear. The application lacks description of how they will close achievement gaps.		13-15

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		16-18
Concerns/Questions		Page
Intention for selecting community is based on high growth of population and not on meeting academic need. Rationale for need is more about helping district with high growth demand than academic need. They describe a very broad population to serve. Enrollment demographics do not appear to be reasonable for ED (Economically Disadvantaged) and SWD (Students with Disabilities). Race is mentioned in parts (c) and (e) but not included in demographics chart. Enrollment practices are missing from this section, but they are found in the handbook.		16-18
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		16-18
Concerns/Questions		Page
Intention for selecting community is based on high growth of population and not on meeting academic need. Rationale for need is more about helping district with high growth demand than academic need. They describe a very broad population to serve. Enrollment demographics do not appear to be reasonable for ED (Economically Disadvantaged) and SWD (Students with Disabilities). Race is mentioned in parts (c) and (e) but not included in demographics chart. Enrollment practices are missing from this section, but they are found in the handbook.		16-18

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
The schools academic focus aligns with their mission and vision. Their plan is research based.	19-24	
Concerns/Questions	Page	
There is no alignment with TN State Academic Standards – they stated they will do a thorough review but have not done so yet. Does not address the needs of the targeted student population (goes back to a previous section in which targeted population was unclear). The application lacks a clear plan for math instruction. The plan implies that all take Algebra I in 8th grade but does not include plan for students who are not ready. There is no plan to help remediate students' academic underperformance. Describes classroom environment but does not explain the differences from existing schools. Did not address science education at all in section c.	19-24	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

The schools academic focus aligns with their mission and vision. Their plan is research based.	19-24
Concerns/Questions	Page
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
They have a tutoring program with Saturday school time. They have a screener to measure skills. Their matriculation plan is similar to ours with passing core subjects. Their attendance goals are realistic.		25-28
Concerns/Questions		Page
The plan does not describe frequency or time spent in interventions. The RTI plan does not align to TN guidelines – need to know more about ResponsiveEd's work in this area. We don't see any grades 4-12 goals. Will you be using numerical grading practices in all levels? Plan refers to averages of 70 or above. How will you follow the TN retention law including the provision for 3rd grade reading proficiency? Where did baseline data for the goals come from? How did they determine percentage increase? What is a Met Standard Score of 40? - Success on TCAP? On track or mastered. Would like to see plan to establish baseline from specific targeted community. How frequently will you monitor results once using the corrective action plan? What specific measures will you use?		25-28
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

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Concerns/Questions	Page
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SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
N/A	N/A	
Concerns/Questions		Page

N/A		N/A
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
N/A		N/A
Concerns/Questions		Page
N/A		N/A

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements. ▪ The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities. ▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		29-31
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

The plan left off Algebra II which is a state requirement and a college entrance requirement. The plan gives 2 credits for Algebra I over two years – our state only allows one credit unless it is the A/B course specifically for students with an IEP. How does your high school course requirements meet the state graduation requirements or college admission requirements? The listed Social studies requirements do not meet state requirements Speech and debate is listed as a Fine Art but it is not an acceptable fine arts credit for state graduation or college entrance in Tennessee The plan is missing health and wellness requirement. What is HOPE program? They have not explained how they will calculate GPA When does “accelerated instruction” take place for students at risk of dropping out or not meeting graduation requirements?	29-31	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
There were no strengths included in this section.	29-31	
Concerns/Questions	Page	
The plan left off Algebra II which is a state requirement and a college entrance requirement. The plan gives 2 credits for Algebra I over two years – our state only allows one credit unless it is the A/B course specifically for students with an IEP. The listed Social studies requirements do not meet state requirements. Speech and debate is listed as a Fine Art but it is not an acceptable fine arts credit for state graduation or college entrance in Tennessee. They have not explained how they will calculate GPA.	29-31	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		32-33
Concerns/Questions		Page
How will you ensure that all assessments are aligned to TN State Standards? I am concerned that many listed on page 32 for internal assessments may not align to TN standards. Assessments listed in handbook are not to the state of TN (I see Texas assessments). This section does not explain how the assessments align with the performance goals from prior section. Which web-based platform will you use and how will you ensure it meets all TN state and Federal privacy requirements? Process for analyzing data in Dallas for TN students concerns us – we would like to know more about this. Lacking a detailed plan to train teachers in analyzing data to inform instruction		32-33
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		32-33
Concerns/Questions		Page
We do not see evidence that assessments are aligned to TN State Standards. I am concerned that many listed on page 32 for internal assessments may not align to TN standards. Assessments listed in handbook are not to the state of TN (I see Texas assessments). This section does not explain how the assessments align with the performance goals from prior section. They have not decided upon a web-based platform to use. Process for analyzing data in Dallas for TN students concerns us. Lacking a detailed plan to train teachers in analyzing data to inform instruction.		32-33

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
There were no strengths included in this section.	34-35	
Concerns/Questions	Page	
Missing detailed daily schedule by grade to see core subject instructional time. Can you please provide that? Need to see school instructional time allowing 174 days. They may not know the state's requirements. We can't see that tutoring and tiered interventions are built into the schedule – wording is vague. When will tutoring and tiered interventions taking place? How are all teachers available for academic tutoring during the elementary school day? Why is summer school only available to K-2 students? Focus of Saturday school focused on prior year state assessment needs more details or explanation. Refers to commonly missed questions – we don't get that information from TN state testing. Did not address anticipated resource and staffing needs for Saturday School, summer school and after school. Did not explain if programs are mandatory or not for identified students.	34-35	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

They included a daily schedule.	34-35
Concerns/Questions	Page
Detail daily schedule does not have enough instructional time to allow for 174 day calendar. Tutoring and tiered interventions taking place outside the school day. Focus of Saturday school focused on prior year state assessment needs more details or explanation. Refers to commonly missed questions – we don't get that information from TN state testing. Did not address anticipated resource and staffing needs for Saturday School, summer school and after school. Did not explain if programs are mandatory or not for identified students.	34-35

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The plan does describe an identification process for students. There is a plan for exiting English Learners from ESL services. Strategies were listed for meeting needs of gifted students.		36-40
Concerns/Questions		Page
The plan does not address the leadership teams' strong experience. There is no hiring plan to attract staff listed. Scaffolding is not research-based effective strategy for working with gifted students. The additional tutoring for at-risk students part of the Saturday School. I have serious concerns about lowering expectations for high concentrations of at-risk students on p. 39. There is no plan for exiting students from services for students with disabilities. I do not see strategies for meeting needs of students with disabilities to access the general education curriculum.		36-40

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The plan does describe an identification process for students. There is a plan for exiting English Learners from ESL services. Strategies were listed for meeting needs of gifted students.		36-40
Concerns/Questions		Page
The plan does not address the leadership teams' strong experience. There is no hiring plan to attract staff listed. Scaffolding is not research-based effective strategy for working with gifted students. The additional tutoring for at-risk students part of the Saturday School. I have serious concerns about lowering expectations for high concentrations of at-risk students on p. 39. There is no plan for exiting students from services for students with disabilities. I do not see strategies for meeting needs of students with disabilities to access the general education curriculum.		36-40

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
There is a clear vision for school culture and the plan for sustaining it is coherent.		41-42
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

The handbook is extremely long/comprehensive, but refers to Texas laws throughout – needs to be aligned to TN to be legally sound. Handbook information contradicts some info in the application (e.g. Algebra II and Texas assessments) Please align and update the handbook to TN so we can evaluate per the rubric. Saturday School in the Handbook is described for discipline, but earlier in the application it was an academic intervention. Handbook is very much focused on secondary schools and not as relevant to elementary. Attachment C is in a completely different format than the handbook and contains alignment to Texas law.			41-42
Final Application Review			
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard	
Strengths			Page
There is a clear vision for school culture and the plan for sustaining it is coherent.			41-42
Concerns/Questions			Page
The handbook is extremely long/comprehensive, but refers to Texas laws throughout – needs to be aligned to TN to be legally sound. Handbook information contradicts some info in the application (e.g. Algebra II and Texas assessments) Please align and update the handbook to TN so we can evaluate per the rubric. Saturday School in the Handbook is described for discipline, but earlier in the application it was an academic intervention. Handbook is very much focused on secondary schools and not as relevant to elementary. Attachment C is in a completely different format than the handbook and contains alignment to Texas law.			41-42

1.11 RECRUITMENT AND ENROLLMENT			
Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.			
Initial Application Review			
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard	
Strengths			Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Strong plan is described.			43-45
Concerns/Questions			Page
Are students who live in Davidson County allowed to enroll in this charter run by WCS? Do you intend to follow WCS's policy regarding charging tuition if they enroll students of teachers living in other counties? No plans for enrolling students experiencing homelessness It is not clear how they recruit all the families who desire this type of education. What is the gap missing in WCS that they can fill for families and how do they reach those families who are experiencing that gap? Need more specifics. May need to translate into Chinese, Korean and Arabic as well as Spanish to be open to all On p. 44, there is a reference to admitting anyone without an admission screen in TX and Arkansas – what will they do here? Enrollment and recruitment wording in application section 1.11, Enrollment (Attachment D) and student handbook (Attachment B) are not all matching in language and plans. Will they be recruiting FSSD students/families for K-8 as well as WCS?			43-45
Final Application Review			
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard	
Strengths			Page
The plan is described.			43-45
Concerns/Questions			Page
They are allowing students who live in Davidson County allowed to enroll. No plans for enrolling students experiencing homelessness. It is not clear how they recruit all the families who desire this type of education. They have not described the gap missing in WCS that they can fill for families and how they will reach those families who are experiencing that gap. Enrollment and recruitment wording in application section 1.11, Enrollment (Attachment D) and student handbook (Attachment B) are not all matching in language and plans.			43-45

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		46-47
Concerns/Questions		Page
There were no supporting documents – no attachment E.		46-47
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		
There were no strengths included in this section.		
Concerns/Questions		
There were no supporting documents – no attachment E.		

SUMMARY COMMENTS

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

Summary Rating for Entire Academic Plan Design and Capacity

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The plan has a clear mission focused on culture. Weaknesses/Questions: There is no evidence the school will align its instruction and assessments with Tennessee state standards. There is no evidence its existence will help close achievement gaps for students in Williamson County. There is no evidence that the strategies used have a research base for effectiveness with high achieving students.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The plan has a clear mission focused on culture. (If Any) Weaknesses: There is no evidence the school will align its instruction and assessments with Tennessee state standards. There is no evidence its existence will help close achievement gaps for students in Williamson County. There is no evidence that the strategies used have a research base for effectiveness with high achieving students.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Board members will be trained as required by law.		49-50
Concerns/ Questions		Page
-What are the standards/metrics for academic results that the Board will use to evaluate the school? -Qualifications: Bylaws Article III, section 3 indicates that Board members are not required to be residents of Williamson County. Why is that the case? How is local decision-making supported without the Board being a part of the community and understanding community concerns more fully? - Code of Ethics (Attachment F4, Paragraph 2) mentions “sexual orientation” as a non-discrimination characteristic for students, but specifically leaves it out from the paragraph for educators. Why are the paragraphs for students and educators identical except for that one classification? - Enrollment (Attachment D, Exceptions): It appears you intend to enroll students who do not reside in Williamson County, is that correct? - If a target is to provide a classical education to economically disadvantaged students, why is a transportation plan that would get ED students to school a missing part of the application?		49-50
Final Application Review		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Board members will be trained as required by law.		49-50
Concerns/ Questions		Page
- The Lack of "sexual orientation" as a qualifying non-discrimination characteristic in the Bylaws (Attch F3) and Code of Ethics (Attch F4 - Code of Conduct) for staff is a concern. During the interview Founders thought it was an oversight, yet it is in two spots in the response in different documents, and in the same page of the Code of Ethics the term was missing in one paragraph but not in another... - Founders Williamson County residency requirement remains unclear. WCS Board Policy requires students to be residents of Williamson County or pay a tuition charge.		49-50

2.2 START-UP PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Recognizes that facility requirements are the biggest challenge to success at this point.		51
Concerns/Questions		Page
Challenges: It is not clear if the contingency sites will be available or adequate. - Are you currently searching for a school site? - What sites have you identified as potential areas? - You list two back-up plan sites in the Cool Springs area, but one is 40K-80K per square foot. Neither have land for playgrounds or athletic fields. How much renovation/modification is going to be required? - Does that site have space for age-appropriate playgrounds and athletic fields?		51-52

SECTION 2 – OPERATIONS PLAN AND CAPACITY

- Do you have a design consultant helping you with site selection, design of changes, jurisdictional and SFMO approvals, and construction oversight other than Mr. Haas, ResponsiveED, and Del Rio? - There are four months for FFE purchase and delivery. Do you have a supplier that can meet that timeline given current supply chain issues? - Paragraph 2 states that many teachers are not equipped to teach in a classical school. Given the already difficult teacher shortage, how can you be sure you will get the caliber teachers you will need? - Under Academics expectations, it is stated that it can take up to four years to fully implement the classical teaching methods. Is that every year for incoming students or just the initial start up of the school?	
Final Application Review	
☐ Meets or Exceeds Standard	☐ Partially Meets Standard
☒ Does Not Meet Standard	
Strengths	
Recognizes that facility requirements are the biggest challenge to success at this point.	51
Concerns/ Questions	
-Previous concerns remain. Post-interview responses to FFE concerns assume that ResponsiveED will solve any FFE shortfalls. -Start-up budget does not provide the level of detail required to determine sufficiency particularly with respect to initial facility needs.	51-52

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

SECTION 2 – OPERATIONS PLAN AND CAPACITY

▪ The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Claims that ResponsiveED’s facilities group has a strong record of finding and operating adequate facilities.		53-55
Concerns/Questions		Page
Anticipated enrollment of 1,028 is shown on P17, but your budget template shows 1,128 by Yr-5. Your response to item 2.3(b) says 950 students. Which is it? -Purchase 85KSF (p53), Cool Springs, Berry’s Farm, Nolensville. - Estimates \$24M in facility costs over 30-years (p53). - \$1.3M/yr on facility – after purchase/build? (p53). Budgeting \$2M+/yr (p210) - Charter Approval in Apr ’22, thus, 16-mos to get a facility ready for school – with no current design in-place. -P53(a): Describe Your Facility Needs: The response template asks you to describe the number of classrooms, SF/Classroom, Classroom types, SF per of additional school space such as science labs, art rooms, auditorium, main office, etc. Your submission didn’t do that, why? How do you know what you’re looking for? -What is the classroom sizes (students per grade) you are planning for?: -Budget (P210) shows the need for 36 classrooms to start K8 in Yr-1 with 728 students (20 Students/CIRm), ramping up to 52 classrooms K12 by Yr-5 with 1,128 Students (21.7 Students/CIRm.) So, at 34SF/Student x		53-55

SECTION 2 – OPERATIONS PLAN AND CAPACITY

21.7 Students per room = 738SF/CIRm. So, 738SF/CIRm x 52 CIRms = 38.4KSF net just for classrooms? At Page 53-55 20% for ancillary spaces (hallways, restroom, MEP closets,..) the need is 46.1KSF just for classroom wings. Other needs such as Café, Gym, Media, Office/Clinic, Storage, etc., are not addressed. SPED classroom needs are not addressed. -P53(b): Facility vs. Proposed Budget: You state that your proposed budget is trying to keep facility expenses under 15% of the anticipated state budget of (\$9M/yr = \$9.5K/student x 950 Students) thus \$1.35M/yr. Given the current cost of construction now in WilCo (\$271/SF for schools x 85KSF = \$23M or all of the first 2.4-years of state funds) just for a building. How do you intend to stay under that 15% target while constructing a building and purchasing the land for it? -P54(f): Facilities Timeline: Start-Up Timeline shows different dates/timeframes for facilities selection, construction, outfitting than the plan on P54. Which is correct? -P54(g): Back-up Plan Sites: They are small. How do you know they will be available? No area for athletics or age-appropriate playgrounds.			
Final Application Review			
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard	
Strengths			Page
Claims that ResponsiveED's facilities group has a strong record of finding and operating adequate facilities. -Post-interview response provided annual audit report for ResponsiveED that shows large facilities portfolio in Texas.			53-55
Concerns/ Questions			Page
-Interview response did not provide any information on the facility requirements asked for in paragraph (a) of Section 2.3. -Post-interview response indicated strong reliance on philanthropy to cover shortfalls beyond stated facility budget. This response provided no firm info with respect to actual sites being considered/negotiated, thus, there is nothing provided to us that we can evaluate.			53-55

2.4 PERSONNEL/ HUMAN CAPITAL

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The school's organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		56-59
Concerns/Questions		Page
-No detailed Org Chart provided in Attachment G -Not clear that the recruiting and hiring practices are likely to result in diverse leadership or staffing that reflects the student body. -No policy provided for addressing unsatisfactory leadership or teacher performance and turnover. -No employee or personnel policy manual is provided. P56(a): -Attach G says that Founders is unable to project what the Org Chart positions will be because they don't know what the needs of the school and students will be. If ResponsiveED has so much experience in running classical schools in other areas, what makes WCS students so different that you can't project the Organization you'll need?		56-59

SECTION 2 – OPERATIONS PLAN AND CAPACITY

- Will your Scope & Sequence change once you fully assess WilCo students? -Professional Employer Organization (PEO): ResponsiveED will do all HR, payroll, and PD. Has ResponsiveED managed any Charter Schools in Tennessee before? P56(b): In paragraph (a) you state that Del Rey will hire the ExDir, but in paragraph (b) you state that ResponsiveED will do the search for the school’s Headmaster. Who is the hiring authority? What experienced Williamson County Educators and Instructional Leaders will be involved in this selection process? P56(c): Recruiting: - Leans on outside agencies like ResponsiveED to do hiring of instructional staff too, not just operational staff. -No previous achievement data provided, even from other ResponsiveED or Del Rey’s other classical schools. P57(d): Hiring Teachers: You state that it’s important that students see teachers who can relate to their backgrounds and experiences. What is your policy on hiring and retention of openly LGBTQ staff members? P57-58(g): Unsatisfactory leadership or performance: Who is managing this school? Who will actually make the decisions on termination? Is ResponsiveED the defacto organization in-charge? P58(j): Employee Manual as Attach J: You did not provide a manual. Couldn’t you have included a hyper link to this employee manual and personnel policies? P59 Chart: No clarity on what “Specialized School Staff” and “School Operations Support Staff” that will be hire in Yr-1 and Start-up respectively		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

There were no strengths included in this section.	56-59
Concerns/ Questions	Page
-Post-interview response did not explain why the Org Chart can't be better defined now. It is understandable that some tweaking may be required after school starts and some specific or specialized functions are better defined, but if ResponsiveED has started 80 schools then the basic needs are known regardless if this is the first ResponsiveED school in Tennessee. -Post-interview response did not provide a detailed breakout of how the ResponsiveED fee budget would be allocated by area as was requested.	56-59

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: - Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. - The applicant proposes a thoughtful plan for professional development to address special and diverse populations. - The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Plan includes 20 days of professional development per year as well as mentoring.		60-62
Concerns/Questions		Page
- P60(b): ResponsiveED will do all 's PD? -P61(d): Does your budget cover the extensive the summer pre-training? How long is this training? Where will it be done? -P61(e): You state that "In our most diverse campuses where whites are in the minority or only slight majority,		60-62

SECTION 2 – OPERATIONS PLAN AND CAPACITY

we have found this consistent whole group approach has year in and out met our standards of excellent performance.” What are your standards of performance relative to diverse, inclusive and cultural groups? Does your personnel hiring and student candidate policies support openly LGBTQ persons? - How have you verified that the minority groups feel your performance in diverse, inclusive and culture is satisfactory and supportive of those minority groups?			
Final Application Review			
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard	
Strengths			Page
Plan includes 20 days of professional development per year as well as mentoring.			60-62
Concerns/ Questions			Page
- Interview response to the standards of performance on diversity, and efforts to gain feedback from minority groups on their view of that performance, was not convincing. There does not appear to be awareness of the need to seek that feedback in order to reassess the actual effectiveness of the "whole group approach" to diversity, inclusiveness, and culture. -Post-Interview response to PD questions did not provide more detail on the PD program			60-62

2.6 INSURANCE			
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.			
Initial Application Review			
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard	
Strengths			Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

-The coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors.		63
Concerns/Questions		Page
- Nothing provided in Attach J - P63(b): Do you intend to have school athletics? If so, when and what kinds and levels?		63
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-The coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors.		63
Concerns/ Questions		Page
- Post-interview response indicated that typically Founders does not provide athletics in sports that produce higher levels of concussions. So no: football, volleyball, soccer, basketball as these are sports with higher levels of concussion.		63

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

There was no evidence of strengths for this standard.			64
Concerns/Questions			Page
-Will not provide transportation. -Will charter buses or have parents drive to extracurricular or after school activities. -Will Charge Participation fees. -In your Section 1.1 Mission/Vision statements (P13) you say your vision is to make a classical education accessible to every family that desires it. In your Section 1.2 Enrollment statements (P17) you stated that making classical education accessible to ED and Black students was part of your goal. How do you plan on doing that if you don't provide transportation services and or charge participation fees? Are you really only targeting the population that has the income to cover those costs? P64(d): You did not provide a separate answer question 2.7(d) about not providing transportation. Do you have any other plans other than just not doing it?			64
Final Application Review			
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard	
Strengths			Page
There was no evidence of strengths for this standard.			64
Concerns/ Questions			Page
-Post-interview response only committed to explore option of transportation services on a limited basis. This is not serving all students of Williamson County equally. -Post-interview response to the question of how the facility search in Cool Springs, Berry Farms, and			64

SECTION 2 – OPERATIONS PLAN AND CAPACITY

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

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		65
Concerns/Questions		Page
-Provides the name of a food service vendor, but that vendor's website provides no details - No F&R or NSLP revenue shown in the budget. -Does not appear to understand the process of applying for approval to run a NSLP? (process through the State Nutrition Office will take many months, and it doesn't show up on the start-up plan. -If the facility leased does not have a kitchen, what changes will that make in your food services plan? (such as temperature control plan?) -In paragraph (b) the application indicates that "the campus administrative assistant will be responsible for preparing and serving student meals,..." But in Section 2.4 Salary Ranges chart a Nutrition Services position is shown. Which one is responsible for Food Services? When will they be hired? -Advertising a Food Service RFP is not shown in the start-up timeline. When is that scheduled for? -Needs clarity on Free & Reduced plan. - No food service vendor expenses are shown in the Budget documents. -Attch B, (Page 10): Student Handbook: What does "designated lunch alternative" mean?		65
Final Application Review		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		65
Concerns/ Questions		Page
-Post-interview response indicates that if full Free or Reduced meals are required then Founders will expect support from the district to ensure meals are provided. This appears to indicate that Founders is not prepared to provide the necessary food services. -Post-interview response to the question of what changes will be made if the facility chosen does not have a kitchen, indicated that students would be required to bring their own lunch. This is unacceptable. -Post-interview response to what a “designated lunch alternative” is (Attch B, Page 10), is unacceptable treatment of students who for whatever reason cannot pay for a lunch.		65

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Plan includes 1-2 custodians for general maintenance and 1 safety official.		58
Concerns/Questions		Page
-66(a) Technology Support: You did not provide any information on Staff or Student technology support plans. Your budgets indicate you will only provide 40 laptop computers for student assessments. That’s 40 laptops for over 1,000 students. Is that your plan?		66-67

SECTION 2 – OPERATIONS PLAN AND CAPACITY

-Attch B (P69) Student Handbook: While your parent/student handbook lists extensive access to on-line resources as beneficial to students, you have a surprising lack of devices. Why the dichotomy? -P66(b): Student Information Management: You provided no information on the SIM system you plan to use. What system do you plan to use? Is it CIPA compliant? School Health & Nursing: Application did not provide any information on Health & Nursing. Budget shows no funds budgeted for Health Services or Coordinated School Health. Are you assuming you will not accept students who require some health procedure during the school day? -P58 Salary Ranges chart shows a Safety Official. Who is this and what is this person's responsibilities? -P66(e) Maintenance: You only state 1-2 custodians. How will facility electrical, HVAC, and plumbing be maintained? Page 66-67 - Building Decorum: Your year-1 budget shows \$37K in facilities for Building Decorum. What is that?	
Final Application Review	
☐ Meets or Exceeds Standard	☐ Partially Meets Standard
☒ Does Not Meet Standard	
Strengths	Page
- Shows a Safety official position in the Salary Ranges chart on Page 58, but no more detail of this person's functions. -Post-interview response indicated the potential to use Skyward as an SIS platform.	58
Concerns/ Questions	Page
-66(a) Technology Support: You did not provide any information on Staff or Student technology support plans. Your budgets indicate you will only provide 40 laptop computers for student assessments. That's 40 laptops for over 1,000 students. Is that your plan?	66-67

SECTION 2 – OPERATIONS PLAN AND CAPACITY

-Attch B (P69) Student Handbook: While your parent/student handbook lists extensive access to on-line resources as beneficial to students, you have a surprising lack of devices. Why the dichotomy? -P66(b): Student Information Management: You provided no information on the SIM system you plan to use. What system do you plan to use? Is it CIPA compliant? School Health & Nursing: Application did not provide any information on Health & Nursing. Budget shows no funds budgeted for Health Services or Coordinated School Health. Are you assuming you will not accept students who require some health procedure during the school day? -P58 Salary Ranges chart shows a Safety Official. Who is this and what is this person's responsibilities? -P66(e) Maintenance: You only state 1-2 custodians. How will facility electrical, HVAC, and plumbing be maintained? Page 66-67 - Building Decorum: Your year-1 budget shows \$37K in facilities for Building Decorum. What is that?	

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE			
Characteristics of a strong response: • If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. • There is a clear division of roles between the board and the CMO. • There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. • If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination			
Initial Application Review			
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard	
Strengths			Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

The plan clearly describes how they selected their CMO and why. It also lists the responsibilities of the CMO which include both operational and instructional responsibilities.			68
Concerns/Questions			Page
-Attch K MOU Page 3, Section 3, Para 1: What does the term “moral” mean in this MOU? -Budget Sheets: ResponsiveED will do many Administrative and Operations management functions not the local staff. -P69: ResponsiveED will do the majority of school administrative and operational areas. For 12% of the BEP? Whose Board is running this school - the local Board listed on P50 or Del Rey or ResponsiveED)? -P70: ResponsiveED gets 12% of the BEP revenues. Facilities under 15% (P53). -Attch K is only two pages with lists of topics and functional areas. No details are provided on budget allocations to those areas. So WCS is unable to evaluate.			68-71
Final Application Review			
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard	
Strengths			Page
The plan clearly describes how they selected their CMO and why. It also lists the responsibilities of the CMO which include both operational and instructional responsibilities.			68
Concerns/ Questions			Page
-Even with the post-interview responses it is difficult for us to understand how this mixed structure of local Headmaster-ResponsiveED-Del Rey Education will actually work and who will be running the school, and who has authority and accountability for the curriculum and performance. -We’ve been provided no budget details of the allocation of funds into functional areas that we can use to evaluate the application.			68-71

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No waivers requested.		72-73
Concerns/Questions		Page
N/A		72-73
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No waivers requested.		72-73
Concerns/ Questions		Page
Although the application indicated they would not apply for any waivers, the updated answers to questions listed curriculum to be used which is not currently on the state adopted resources list, so a waiver will be necessary.		72-73
2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		74
Concerns/Questions		Page
This section is blank and there is no Attachment L.		74
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		74
Concerns/ Questions		Page
This section is blank and there is no Attachment L.		74

2.13 NETWORK MANAGEMENT

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

There were no strengths included in this section.

75

Concerns/Questions

Page

This section is blank and there is no Attachment M.

75

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

There were no strengths included in this section.

75

Concerns/ Questions

Page

This section is blank and there is no Attachment M.

75

2.14 NETWORK GOVERNANCE

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response:

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

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

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

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

There were no strengths included in this section.

78

Concerns/Questions

Page

This section is blank but networks were mentioned in other parts of the application.

78

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

There were no strengths included in this section.

78

Concerns/ Questions

Page

This section is blank but networks were mentioned in other parts of the application.

78

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS

Characteristics of a strong response:

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

Initial Application Review

SECTION 2 – OPERATIONS PLAN AND CAPACITY

☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		79
Concerns/Questions		Page
This section is blank but networks were mentioned in other parts of the application.		79
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		79
Concerns/ Questions		Page
This section is blank but networks were mentioned in other parts of the application.		79

SECTION P CAPACITY
2 OPERATIONS PLAN AND

SUMMARY COMMENTS

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

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The charter has an experienced CMO to handle operations.		
Weaknesses/Questions: - Extensive weakness and lack of detail provided. - Facility needs not clearly described. Vague plan for getting a facility ready for school. - Unclear who is actually running the school. - Significant shortfall in funding and planning for numerous operational functions.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: - The initial Board composition appears to have sufficient experience in the fields indicated and commits to annual board training. - Recognizes that facility requirements are the biggest challenge to success at this point. - Claims ResponsiveED and Del Rey Education have strong records of performance.		

- Post-interview response provided annual audit report for ResponsiveED that shows large facilities portfolio in Texas.

- The insurance coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors.

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

-No waivers requested.

(If Any) Weaknesses:

-Many issues and questions remain unanswered at this time. Most significant issues include the following:

- Location and ability to fund the lease and/or construction costs of the facility. Heavily reliance on philanthropy and/or ability to issue bonds as a start-up makes the facilities piece of the plan uncertain.

- Lack of firm definition of facility needs requested in Section 2.3 leaves the question of does Founders really know what they are looking for.

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

ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school. This leads to the question of who will be running this school? Will it be under local control or network control...???

3 – FINANCIAL PLAN AND

3.1 & 3.2 CHARTER SCHOOL FINANCING

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

There were no strengths included in this section.

82-83

Concerns/Questions

Page

How did they determine student enrollment?

How will they do student recruitment?

The budget worksheet is not comprehensive in attachment N.

If the assumption notes were completed throughout, it would be helpful and would potentially answer many lingering questions (not all concerns are listed here)

The procedures, policies, systems and process for accounting, payroll, and audits is lacking because it does not lay everything out—it is more related to their partnership with Responsive Ed rather than their own specific charter

There are no sound criteria and procedures in selecting contractors for admin services

We do not see evidence of financial expertise among internal and external team members

The startup and five-year operating budgets do not appear complete—they are lacking specificity and detail

Need detailed description of their capital expenses

82-83

SECTION P CAPACITY

Budget narrative (attachment O) has percentages that do not add up. They do not fully support the revenue and cost assumptions			
Final Application Review			
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard	
Strengths			Page
There were no strengths included in this section.			82-83
Concerns/ Questions			Page
The budget worksheet is not comprehensive in attachment N. The procedures, policies, systems and process for accounting, payroll, and audits is lacking because it does not lay everything out—it is more related to their partnership with Responsive Ed rather than their own specific charter. There are no sound criteria and procedures in selecting contractors for admin services. We do not see evidence of financial expertise among internal and external team members. The startup and five-year operating budgets do not appear complete—they are lacking specificity and detail. Need detailed description of their capital expenses. If the assumption notes were completed throughout, it would be helpful and would potentially answer many lingering questions (not all concerns are listed here). Budget narrative (attachment O) has percentages that do not add up. They do not fully support the revenue and cost assumptions. We would like more information on responsive Ed. We are curious about their financial health, what local operations will look like since they are out of state.			82-83

3 – FINANCIAL LAN AND

3.3 NETWORK FINANCIAL PLAN			
Characteristics of a strong response: ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.			
Initial Application Review			
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard	
Strengths			Page

SECTION P CAPACITY

There were no strengths included in this section.		84-85
Concerns/Questions		Page
Attachment P is not included.		84-85
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths included in this section.		84-85
Concerns/ Questions		Page
Attachment P is not included.		84-85

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

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

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: There were no strengths in this section. Weaknesses/Questions: The overall reply to the specific questions Founders was asked continued to be limited at best and, in general, deficient at meeting the standards we were hoping to receive in order to have better financial understanding. In addition to limited detail provided in the answers, there continued to be inconsistencies between specific areas such as salary, FTEs, and overall calculations in expenses. We continue to not have clarity around the availability of funds from Responsive Ed. Many of the answers appear to be based on the facility where the school will be housed which would make a difference in the overall budget because it would increase revenue—the larger the school, the greater the enrollment resulting in greater revenue. Overall, there is not consistent detail provided that offers clarity about the budget that will be used in year one and/or beyond.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths: There were no strengths in this section. (If Any) Weaknesses: The overall reply to the specific questions Founders was asked continued to be limited at best and, in general, deficient at meeting the standards we were hoping to receive in order to have better financial understanding. In addition to limited detail provided in the answers, there continued to be inconsistencies between specific areas such as salary, FTEs, and overall calculations in expenses. We continue to not have clarity around the availability of funds from Responsive Ed. Many of the answers appear to be based on the facility where the school will be housed which would make a difference in the overall budget because it would increase revenue—the larger the school, the greater the enrollment resulting in greater revenue. Overall, there is not consistent detail provided that offers clarity about the budget that will be used in year one and/or beyond.		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE		
Characteristics of a strong response: ▪ Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator's schools are high performing and successful (Attachment Q). ▪ Graduation rates are indicative of highly successful strategies (if applicable). ▪ Applicant selects one or more of the organization's consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome. ▪ Applicant selects one or more of the organization's low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable). ▪ If the school is operating under another authorizer, the school's performance report or authorizer evaluation (Attachment R) is favorable. ▪ Latest audit (Attachment S) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law. ▪ The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, Attachment T).		
Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths in this section.		86-87
Concerns/Questions		Page
Attachments Q, R, S and T were not included.		86-87
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page

There were no strengths in this section.	86-87
Concerns/ Questions	Page
Attachments Q, R, S and T were not included.	86-87



Department of
Education

Charter Schools

**TENNESSEE CHARTER SCHOOL APPLICATION SCORING
CRITERIA**

Ratings and Criteria

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

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

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

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

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

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13-107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

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

Strengths of the academic plan

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

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

Weaknesses of the academic plan

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

Strengths of the operations plan

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

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

Weaknesses of the operations plan

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

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

Strengths of the financial plan

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

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

Weaknesses of the financial plan

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

Instructions for Reviewers:

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

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	• Academic Plan Design and Capacity: 1.1 through 1.12 • Operations Plan and Capacity: 2.1 through 2.11 • Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	• Academic Plan Design and Capacity: 1.1 through 1.12 • Operations Plan and Capacity: 2.1 through 2.15 • Financial Plan and Capacity: 3.1 through 3.3 • Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	• Submit original application • Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 • Operations Plan and Capacity: 2.12 through 2.15 • Financial Plan and Capacity: 3.1, through 3.3 • Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	• Submit original application • Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 • Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) • Financial Plan and Capacity: 3.1 and 3.2 • Portfolio Review and Performance Record: 4.1

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

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

Evaluator Name: Laura LaChance

Proposed School Name: Founders Classical Academy

Application includes an Executive Summary.

Yes

X

No

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13-102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
• The application clearly links the mission and vision to 3 purposes for charter schools found in TCA 49-13-102(a) - purposes 3, 5 and 6. • The application detailed the unique features of their instructional program.		p. 13 p. 15
Concerns/Questions		Page
• While the vision was measurable, the mission was not. • The application asserts that they will close achievement gaps, however there was not a clear plan to do this.		p. 13 p. 13
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
• The application clearly links the mission and vision to 3 purposes for charter schools found in TCA 49-13-102(a) - purposes 3, 5 and 6. • The application detailed the unique features of their instructional program. • There were no additional strengths added.		p. 13 p. 15
Concerns/Questions		Page
• While the vision was measurable, the mission was not. • The application asserts that they will close achievement gaps, however there was not a clear plan to do this. During the interview, the team shared that interventions and scheduling is adjusted based on the needs of the students enrolled. But they would not know this until they knew their population. Example of a Title 1 school with intervention embedded during the day was given. The area they are targeting will not have a large economically disadvantaged population so it is not clear how they will close achievement gaps still.		p. 13 p. 13

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted in this section.		p. 16-18
Concerns/Questions		Page
• The application was unclear as to how or why they selected the community to locate the school. On page 16, they state it would be based on highest growth and need for capacity. It is unclear what data they are using to determine this "need." • They also state on page 16, that it will make classical education accessible to families who cannot afford tuition-based private schools. However, the location they are looking to put the school is not in a geographical area that has a large population of economically disadvantaged families. They will not provide transportation, so how will these families access this school?		p. 16 p. 16
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths added based on interview or additional feedback.		p. 16-18
Concerns/Questions		Page
• The application was unclear as to how or why they selected the community to locate the school. On page 16, they state it would be based on highest growth and need for capacity. It is unclear what data they are using to determine this "need." • They also state on page 16, that it will make classical education accessible to families who cannot afford tuition-based private schools. However, the location they are looking to put the school is not in a geographical area that has a large population of economically disadvantaged families. They will not provide transportation, so how will these families access this school?		p. 16 p. 16

When asked in the interview about their targeted population, they again cited growth area and access to those that could not afford private school. They also mentioned that this school would likely attract families that are currently in private school that would prefer the classical education for free in a public school.

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The school's application defines a focus that is aligned to their mission and vision. They presented some of their curricular choices that do have a research-based foundation to address student learning - specifically Singapore Math and the Splittgerber study from 2010.		p. 19 and 22
Concerns/Questions		Page
• There was no evidence in this application that the curriculum is aligned to TN State Academic Standards. Science education/curriculum was not addressed in this section at all. The application stated they have done this in the past with other states and it took 2 years to accomplish. • Because the "targeted population" is unclear, it is difficult to determine how the academic plan addresses the needs of that population. • The application did not outline a clear plan to remediate students' academic under performance.		P. 24 p. 23
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The school's application defines a focus that is aligned to their mission and vision. They presented some of their curricular choices that do have a research-based foundation to address student learning - specifically Singapore Math and the Splittgerber study from 2010. There were no strengths added based on interview or additional feedback.		p. 19 & 22
Concerns/Questions		Page
• There was no evidence in this application that the curriculum is aligned to TN State Academic Standards. Science education/curriculum was not addressed in this section at all. The application stated they have done this in the past with other states and it took 2 years to accomplish. • Because the "targeted population" is unclear, it is difficult to determine how the academic plan addresses the needs of that population. • The application did not outline a clear plan to remediate students' academic under performance. The response to not being aligned to TN State Standards in the interview was that Responsive Ed is equipped to do this. There was no timeline offered for when this would be done.		p. 24 p. 23

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The application identifies that they will utilize a screener to measure student academic ability. It also addressed having a tutoring program during their Saturday school.		p. 25
Concerns/Questions		Page
• In reviewing their Response to Intervention plan, they are vague and do not give specifics on how and when they will provide interventions for students that have a demonstrated need. • In reviewing their Goals for Improvement in Student Achievement, it was unclear where their baseline data came from, why it only addressed grades K-3 and what the percentage data points listed on page 25 actually represented. • They also do not address how often they will monitor results once they begin using their corrective action plan.		p. 25-27 p.25 P. 25-26
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
• The application identifies that they will utilize a screener to measure student academic ability. It also addressed having a tutoring program during their Saturday school. • The additional information provided, stated that intervention would take place before and after school as well as in Saturday school. They also stated that they will provide this during the day as indicated by need.		p. 25
Concerns/Questions		Page
• In reviewing their Response to Intervention plan, they are vague and do not give specifics on how and when they will provide interventions for students that have a demonstrated need. • In reviewing their Goals for Improvement in Student Achievement, it was unclear where their baseline data came from, why it only addressed grades K-3 and what the percentage data points listed on page 25 actually represented. • They also do not address how often they will monitor results once they begin using their corrective action plan.		p. 25-27 p. 25 p. 25-26

When asked in the interview, the team shared that the baseline data was derived from previous schools started in other states. Given the current performance of students in WCS, these estimates feel very low, and left us wondering how they will address growth for more high achieving student population than their previous charter locations. Has this team done a study of Wilco demographics, with our economically disadvantaged population, our special education population and our current achievement levels?

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		
Concerns/Questions		Page
NA		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		
Concerns/Questions		Page
NA		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements. ▪ The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities. ▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted in this section.		p. 29-31
Concerns/Questions		Page
• The most significant concern is that the graduation requirements for Founders do not align with TN requirements nor the college entrance requirements. There were discrepancies in the requirements and offerings for Algebra I and II. There were no Health and Wellness opportunities listed. The Social Studies requirements did not meet state requirements. • There was also no explanation of how GPA would be calculated. We would like to know more about that.		p. 29 p. 29-31
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The written response included an outline of the required subjects and number of courses per subject for graduation.		
Concerns/Questions		Page
• The most significant concern is that the graduation requirements for Founders do not align with TN requirements nor the college entrance requirements. There were discrepancies in the requirements and offerings for Algebra I and II. There were no Health and Wellness opportunities listed. The Social Studies requirements did not meet state requirements. • There was also no explanation of how GPA would be calculated. We would like to know more about that.		p. 29 p. 29-31

Even though the additional response provided some information about course hours, they still have not addressed the discrepancies noted in the application - e.g. Algebra 1 being split into two years for 2 credits, and no requirement noted for Algebra 2, the Social Studies requirements.

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted in this section.		p. 32-33
Concerns/Questions		Page
• Given that the curriculum has not been clearly aligned to state standards, there was also no clear description of how the internal assessment would be aligned to state standards. • The process outlined for collecting, analyzing and using the data was a concern. The plan indicates that the team in Dallas will help campus directors and teachers understand the academic results. Is there a plan to empower teachers to understand and utilize data in real time without the flow back to Dallas? • Is there time built into the students' day for reteaching and tutoring opportunities to help struggling students?		p. 32 p. 32-33
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths added based on interview or additional feedback.		p. 32-33
Concerns/Questions		Page
• Given that the curriculum has not been clearly aligned to state standards, there was also no clear description of how the internal assessment would be aligned to state standards. • The process outlined for collecting, analyzing and using the data was a concern. The plan indicates that the team in Dallas will help campus directors and teachers understand the academic results. Is there a plan to empower teachers to understand and utilize data in real time without the flow back to Dallas?		p. 32 p. 32-33

- Is there time built into the students' day for reteaching and tutoring opportunities to help struggling students?

The written response addressed that they would complete an alignment exercise and train teachers in the scope and sequence and the TN state standards and that teachers would use micro assessments to measure mastery, but the response was not detailed enough to provide confidence in meeting this indicator.

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted in this section.		p. 34-35
Concerns/Questions		Page
• The application did not include a detailed daily schedule for students thus making it impossible to score this application on this indicator. • There was no way to determine if the 174 days noted on the school calendar would meet the TN attendance requirements based on number of hours in student day. • There was also no clear indication of when tutoring or tiered interventions would take place. • The last area of question was the summer school, it was noted as only being available for students in grades K-2. What will the school offer to students who struggled in grades 3-8?		none p. 34 p. 35 p. 35
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The follow-up documents did included student daily schedules.		email attachments
Concerns/Questions		Page
• There was also no clear indication of when tutoring or tiered interventions would take place. • The last area of question was the summer school, it was noted as only being available for students in grades K-2. What will the school offer to students who struggled in grades 3-8?When asked for a detailed schedule during the interview, the team said the schedule would depend on the student population that enrolled. They gave a Title 1 school example. In order to score this indicator, we must be able to see the detailed student schedule.		p. 34-35
With additional information provided by the team, they did include schedules but there were still questions such as what is RIGGS, Spalding, where is math in 1st grade schedule, why are there 2 different schedules in the provided examples? The additional information did not change the overall rating of this section. The summer school question was not addressed as to what their plan was here in TN.		Email

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The application described a process to identify students with various needs. In addition there was a clear plan to exit English Language Learners. The application did identify strategies they will employ to meet the needs of gifted students.		p. 37-38
Concerns/Questions		Page
The plan to serve students with disabilities was at a surface level and left lots of questions about services, testing, as well as a plan to exit students. There were no details about who would be conducting the psycho-educational evaluations nor did the application address meeting the needs of intellectually gifted students on an IEP.		p. 36-40
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The application described a process to identify students with various needs. In addition there was a clear plan to exit English Language Learners. The application did identify strategies they will employ to meet the needs of gifted students.		p. 37-38

Concerns/Questions

p. 36-40
and email
follow up

The plan to serve students with disabilities was at a surface level and left lots of questions about services, testing, as well as a plan to exit students. There were no details about who would be conducting the psycho-educational evaluations nor did the application address meeting the needs of intellectually gifted students on an IEP.

The written response to the follow-up addressed serving students that are intellectually gifted using scaffolding. This was troubling as this is typically used for struggling students. In WCS we serve our students that are intellectually gifted using an Individualized Education Plan.

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
There was a clear vision for the school culture outlined in the application. In addition, they had a clear plan to sustain this culture through all stakeholders.	p. 41-42	
Concerns/Questions	Page	
The student handbook included in Attachment B was a copy of a Texas handbook. Because of this it was difficult to determine if it clearly aligned to Tennessee laws and procedures. It also contradicted information from other parts of the application (e.g. Algebra II)	Attachment B	
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
There was a clear vision for the school culture outlined in the application. In addition, they had a clear plan to sustain this culture through all stakeholders.	p. 41-42	
Concerns/Questions	Page	
The student handbook included in Attachment B was a copy of a Texas handbook. Because of this it was difficult to determine if it clearly aligned to Tennessee laws and procedures. It also contradicted information from other parts of the application (e.g. Algebra II) The team at the interview stated they would have to get their team to write the handbook to align with TN laws, utilizing their legal department. They were unclear as to the timeline of when this would happen. In the follow up information, they stated they would do this work after the charter was awarded.	Attachment B	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The plan to recruit would involve some marketing as well as word of mouth.		p. 43-45
Concerns/Questions		Page
There did not seem to be a detailed plan for how to recruit students in a way that would provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities and English Learners. Given their preferred location in the Cool Springs area, there were questions as to whether they would be recruiting from FSSD.		p. 43-45
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The plan to recruit would involve some marketing as well as word of mouth.		p. 43-45
Concerns/Questions		Page
There did not seem to be a detailed plan for how to recruit students in a way that would provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities and English Learners. Given their preferred location in the Cool Springs area, there were questions as to whether they would be recruiting from FSSD.		p. 43-45

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted in this section.		p. 46-47
Concerns/Questions		Page
There was no evidence of community feedback in the application and Attachment E was missing.		p. 46-47 No attachm ent E
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		
There were no strengths added based on interview or additional feedback		P. 46-47
Concerns/Questions		
There was no evidence of community feedback in the application and Attachment E was missing.		p. 46-47 No attachme nt E

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

SUMMARY COMMENTS

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

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The application clearly identified a mission and vision focused on building a strong culture. Weaknesses/Questions: - The application did not clearly identify their target student population. - The application did not give clear evidence of being aligned to TN State Standards - both in their curricula and their assessments. - The application did not provide clear evidence of their plan to close the achievement gap for students who were behind or struggling.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The application clearly identified a mission and vision focused on building a strong culture. (If Any) Weaknesses: - The application did not clearly identify their target student population. - The application did not give clear evidence of being aligned to TN State Standards - both in their curricula and their assessments. - The application did not provide clear evidence of their plan to close the achievement gap for students who were behind or struggling.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
According to the application, the board met the experience requirements as described above. In addition, they have outlined specific training requirements for the board.	p. 48-50	
Concerns/ Questions	Page	
There were some items that were cause for concern. In the By-Laws and handbooks they outline their non-discrimination characteristics for students which were different than those outlined for educators. There was also some concern for enrollment of students who reside outside of Williamson County.	p. 48-50	
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
According to the application, the board met the experience requirements as described above. In addition, they have outlined specific training requirements for the board.	p. 48-50	
Concerns/ Questions	Page	
There were some items that were cause for concern. In the By-Laws and handbooks they outline their non-discrimination characteristics for students which were different than those outlined for educators. There was also some concern for enrollment of students who reside outside of Williamson County.	P. 48-50	
The interview team shared that the discrepancy in the non-discrimination language was simply a typo that they would fix. They also stated they would follow WCS policies on students of employees attending when they reside outside of the county.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths noted in the application related to this section.		p. 51-52
Concerns/Questions		Page
There was no clearly identified plan for securing a location for the school nor did they address how they would handle renovations to an existing property to bring it into compliance with TN codes. There was also no plan outlined for providing space for recess for K-6 or or athletics for their secondary students. Based on their enrollment numbers, they will need to secure a site large enough to accommodate these students and it is not clear that this is in the plan. The plan for teacher hiring and training was not detailed in this application.		p. 51-52
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths added based on interview or additional feedback.		p. 51-52
Concerns/ Questions		Page
There was no clearly identified plan for securing a location for the school nor did they address how they would handle renovations to an existing property to bring it into compliance with TN codes. There was also no plan outlined for providing space for recess for K-6 or or athletics for their secondary students. Based on their enrollment numbers, they will need to secure a site large enough to accommodate these students and it is not clear that this is in the plan. The plan for teacher hiring and training was not detailed in this application.		p. 51-52

In the interview, the team mentioned they continue to look for sites in the Cool Springs area.
 The follow-up documentation did not provide further clarification.

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.3 FACILITIES		
Characteristics of a strong response: ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted in this section.		p. 53-55
Concerns/Questions		Page
The projected cost for a facility to house the number of students does not seem reasonable in the current Williamson County market. In addition, the size facility they state they are looking for does not seem to meet the required space to teach their enrollment projections.		p. 53-55
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths added based on interview or additional feedback.		p. 53-55
Concerns/ Questions		Page
The projected cost for a facility to house the number of students does not seem reasonable in the current Williamson County market. In addition, the size facility they state they are looking for does not seem to meet the required space to teach their enrollment projections. Questions and concerns were not addressed in the interview nor were they addressed in the follow-up documentation.		p. 53-55

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL		
Characteristics of a strong response: ▪ The school's organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
No strengths noted in the application for this indicator.		p. 56-59
Concerns/Questions		Page
The application addresses that Responsive Ed will serve as the CMO for the school, but it was unclear as to who would be handling the day to day operations and running of the school locally. Who will do the hiring and evaluating of the staff? And it was unclear as to how they would address employee evaluations when an employee is not meeting expectations. There was no attachment I.		p. 56-59
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
There were no strengths added based on interview or additional feedback.		p. 56-59
Concerns/ Questions		Page
The application addresses that Responsive Ed will serve as the CMO for the school, but it was unclear as to who would be handling the day to day operations and running of the school locally. Who will do the hiring and evaluating of the staff? And it was unclear as to how they would address employee evaluations when an employee is not meeting expectations. There was no attachment I.		p. 56-59
~~The follow-up documentation states that Responsive ED will provide locally based oversight of compliance. This still leaves questions about specifics.~~		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted in this section.		p. 60-62
Concerns/Questions		Page
The professional development was tied to Florida specific requirements as noted on page 60. And there did not appear to be a clearly outlined plan for PD and training of staff prior to opening in August of 2023. In addition, there did not appear to be a budget to conduct this summer training.		p. 60 p. 61
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths added based on interview or additional feedback.		p. 60-62
Concerns/ Questions		Page
The professional development was tied to Florida specific requirements as noted on page 60. And there did not appear to be a clearly outlined plan for PD and training of staff prior to opening in August of 2023. In addition, there did not appear to be a budget to conduct this summer training.		p. 60 p. 61
The follow-up document stated that Founders Academies home office provides PD for phonics and Singapore Math and that master teachers provided additional subject area training. This provides the who but not the how or when this is happening.		Email attachment

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.6 INSURANCE		
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted in this section.		p. 63
Concerns/Questions		Page
There is no attachment J however the application seems to imply they will have insurance.		p. 63 No attach ment J
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths added based on interview or additional feedback.		p. 63
Concerns/ Questions		Page
There is no attachment J however the application seems to imply they will have insurance.		p. 63 No attachment J

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted in this section		p. 64
Concerns/Questions		Page
The application states they will not provide transportation and will charter buses for extracurricular and school activities. The concern for these is that not providing transportation may put families in poverty in a position to not be able to attend the school and make it difficult for them when they have to pay for the charter bus transportation for school activities.		p. 64
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths added based on interview or additional feedback.		p. 64
Concerns/ Questions		Page
The application states they will not provide transportation and will charter buses for extracurricular and school activities. The concern for these is that not providing transportation may put families in poverty in a position to not be able to attend the school and make it difficult for them when they have to pay for the charter bus transportation for school activities. The follow up documentation states they will provide transportation "for high needs situations." This does not help us to clarify for this indicator.		p. 64 Email Attachment

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
There were no strengths noted in this section.		p. 65
Concerns/Questions		Page
They state they are applying for approval as an NSLP but there were no details about how to address the requirements of this in the sites they are currently looking at. There was no clear plan for students who qualify for FRL.		p. 65
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
There were no strengths added based on interview or additional feedback.		p. 65
Concerns/ Questions		Page
They state they are applying for approval as an NSLP but there were no details about how to address the requirements of this in the sites they are currently looking at. There was no clear plan for students who qualify for FRL. The follow-up documentation did not provide the clarity needed for how they would identify students who qualify FRL nor how they would serve those students. In fact, it seemed to contradict what was written in the application that Founders would apply for approval as an NSLP.		p. 65 Email Attachment

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted in this section.		p. 66-67
Concerns/Questions		Page
There was no clear plan for technology and support of technology for this school. The plan states they would have 40 devices for students - how will these be used? They also did not outline how they would handle health and safety requirements nor did they address a plan for hiring a nurse.		p. 66-67
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths added based on interview or additional feedback.		p. 66-67
Concerns/ Questions		Page
There was no clear plan for technology and support of technology for this school. The plan states they would have 40 devices for students - how will these be used? They also did not outline how they would handle health and safety requirements nor did they address a plan for hiring a nurse. In the interview the team did share they would hire a nurse when enrollment exceeded 300 students. In the follow-up documentation, they stated that they would be a "low technology school."		p. 66-67

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE		
Characteristics of a strong response: - If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. - There is a clear division of roles between the board and the CMO. - There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. - If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
The plan clearly describes how they selected their CMO and why. It also lists the responsibilities of the CMO which include both operational and instructional responsibilities.	p. 68-71	
Concerns/Questions	Page	
It was unclear how the management of the school personnel would work. The application states that Responsive Ed employs all school personnel however the Executive Director makes decision for hiring and firing of employees. (page 69) Is there a staff member locally that is responsible for coaching and supervising employees? The application notes that 12% of BEP would go to Responsive Ed for all admin and operational functions - can this be detailed further. Who is doing what?	p. 68-71	
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
There were no strengths added based on interview or additional feedback.	p. 68-71	
Concerns/ Questions	Page	
It was unclear how the management of the school personnel would work. The application states that Responsive Ed employs all school personnel however the Executive Director makes decision for hiring and firing of employees. (page 69) Is there a staff member locally that is responsible for coaching and supervising employees? The application notes that 12% of BEP would go to Responsive Ed for all admin and operational functions - can this be detailed further.	p. 68-71 Attachment K	

Attachment K does not seem detailed enough to clearly articulate all listed in the standard.

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no waivers requested.		p. 72-73
Concerns/Questions		Page
There is significant concern that they have not indicated they will file a waiver as they plan to use the Core Knowledge Sequence which presumably needs a waiver from the TDOE.		p. 72-73
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no waivers requested.		p. 72-73
Concerns/ Questions		Page
There is significant concern that they have not indicated they will file a waiver as they plan to use the Core Knowledge Sequence which presumably needs a waiver from the TDOE.		p. 72-73

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted in this area.		p. 74
Concerns/Questions		Page
This section is blank as there is no attachment L.		p. 74 No Attach ment L
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths in this area.		p. 74
Concerns/ Questions		Page
There remains no attachment L.		p. 74 No Attachment L

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: ▪ The leadership team is identified, together with their roles and responsibilities. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
There were no strengths noted in this section.	p. 75-77	
Concerns/Questions	Page	
There were no details provided nor an attachment M.	p. 75-77 No attachm ent M	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
There were no strengths added based on interview or additional feedback.	P. 75-77	
Concerns/ Questions	Page	
There were no details provided nor an attachment M.	p. 75-77 No attachment M	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.14 NETWORK GOVERNANCE		
Characteristics of a strong response: 1) If there is a network board that operates as the main governing body with each school having an advisory committee: ▪ Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. ▪ Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely. ▪ Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. ▪ There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s). 2) If there will be one governing board for all schools at the local level: ▪ Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary). ▪ A copy of the by-laws and organizational chart is included. ▪ There is a clear, thorough plan to transform the board's membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities. ▪ There is a plan in place for board training as required by Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted for this area.		p. 78
Concerns/Questions		Page
There were no details provided for this section.		p. 78
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths added based on interview or additional feedback.		p. 78
Concerns/ Questions		Page
There were no details provided for this section.		p. 78

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response: ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted for this indicator.		p. 79-81
Concerns/Questions		Page
The details were not sufficient to rate this area.		p. 79-81
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths added based on interview or additional feedback.		p. 79-81
Concerns/ Questions		Page
The details were not sufficient to rate this area.		p. 79-81

SECTION 2 OPERATIONS PLAN AND CAPACITY

SUMMARY COMMENTS

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

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The application indicates that there will be an experienced CMO to handle operations. Weaknesses/Questions: The area of most concern is that there is no facility selected at this time. In addition, there were a significant number of areas in this section that were left blank. With the reliance on the CMO for the bulk responsibilities, there is concern that this CMO has not yet managed a school in Tennessee.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The application indicates that there will be an experienced CMO to handle operations. (If Any) Weaknesses: The following remain significant concerns: The area of most concern is that there is no facility selected at this time. In addition, there were a significant number of areas in this section that were left blank. With the reliance on the CMO for the bulk responsibilities, there is concern that this CMO has not yet managed a school in Tennessee.		

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all start-up expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant's internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
There were no strengths noted in this section.	p. 82 Attachments N and O	
Concerns/Questions	Page	
The budget is not adequate - more detail is needed as well as additional funding. The budget does not seem to be comprehensive, there were missing items and the contracted services seem to be low as everything seems to be outsourced.	p. 82 Attachments N and O	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
There were no strengths added based on interview or additional feedback.	p. 82 Attachments N and O	
Concerns/ Questions	Page	
The budget is not adequate - more detail is needed as well as additional funding. The budget does not seem to be comprehensive, there were missing items and the contracted services seem to be low as everything seems to be outsourced. The additional information provided was still not adequate or comprehensive.	p. 82 Attachments N and O	

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted in this section.		p. 84-85
Concerns/Questions		Page
There does not seem to be support for the revenue and cost assumptions noted in the application. It is not clear how they are connected to their network plan versus being a stand alone charter school. The budget will need more clarity and to provide more details to understand their financial health.		p. 84-85 No attachm ent P
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted in this section.		p. 84-85
Concerns/ Questions		Page
There does not seem to be support for the revenue and cost assumptions noted in the application. It is not clear how they are connected to their network plan versus being a stand alone charter school. The budget will need more clarity and to provide more details to understand their financial health.		p. 84-85 No attachment P

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

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

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: There were no strengths noted in this section. Weaknesses/Questions: Overall the information in this section was vague and did not provide enough specificity. There were too many details missing and not enough clarity throughout.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: There were no strengths noted in this section. (If Any) Weaknesses: Overall the information in this section was vague and did not provide enough specificity. There were too many details missing and not enough clarity throughout.		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

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



Department of
Education

Charter Schools

TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

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

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

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

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

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

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

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

Guidance for Reviewers:

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

Strengths of the academic plan

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

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

Weaknesses of the academic plan

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

Strengths of the operations plan

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

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

Weaknesses of the operations plan

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

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

Strengths of the financial plan

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

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

Weaknesses of the financial plan

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

Instructions for Reviewers:

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

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.11 - Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.15 - Financial Plan and Capacity: 3.1 through 3.3 - Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.12 through 2.15 - Financial Plan and Capacity: 3.1, through 3.3 - Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) - Financial Plan and Capacity: 3.1 and 3.2 - Portfolio Review and Performance Record: 4.1

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

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

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

Evaluator Name: Eric Lifsey

Proposed School Name: Founders Classical Academy

Application includes an Executive Summary.

Yes ☐

No ☐

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
The application describes the vision of instructional program clearly. A strong connection to three of the six purposes of charter schools as found in the T.C.A. The three purposes which provide a good connection are 3,5 and 6.	p.13	
Concerns/Questions	Page	
While the mission is compellingly stated it is not clear how it can be measured. The explanation of how the school will meet the first purpose of a charter school is not well defined. The first purpose is a critical function of any school, which is to close the achievement gap between high and low performing students. The application does not detail any evidence of success for the innovations and unique features described in the application. Furthermore, a connection to the fourth purpose is clearly lacking as the curriculum has not aligned to Tennessee state standards and therefore the state assessments.	p.13,14 p. 15	
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
The mission and vision are clear and compelling.	p. 13	
Concerns/Questions	Page	
In Founder's response to our questions, we were provided some data that referenced economically disadvantaged students and a Texas performance rating of "B". However, there was no clear indication that the achievement gaps were closed.	Post interview response email	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	x ☐ Does Not Meet Standard
Strengths		Page
The school wants to make itself available to any student and family which desires a classical education.		p. 16
Concerns/Questions		Page
I have concerns that the primary rationale for location is in high growth area and not on meeting the desire to make classical education available to all who desire. The served population is very broadly described but the demographic data provided does not seem of reasonable size for economically disadvantaged and students with disabilities. In part (e) on p.17 I do not see a compelling rationale that the proposed school will would be more effective than the schools that are currently serving the targeted population.		p. 16-18
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
During the interview it is clear the school intends to make itself available to all who desire a classical education.		Interview
Concerns/Questions		Page
Beyond selecting an area that is of high growth and the desire to serve families which desire a classical education, the application or follow up interview does not clearly describe a sound rationale for where the school will be located or that it will serve it's targeted population more effectively than schools operating in the area.		Interview and follow up questions.

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
The academic focus clearly aligns with the school's mission and vision. Much of the core academic plan is research based.	p.20	
Concerns/Questions	Page	
The curriculum presented is not currently aligned to Tennessee State Standards. There is no description of the science curriculum in section (c) p.20. Cannot find in the application a detailed description of how the school will remediate students who fall behind and how high performing and gifted students will be challenged and served.	p. 20	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
The curriculum is designed to meet the mission and vision and provide a classical education. The core curriculum is researched based.	p.20	
Concerns/Questions	Page	
The curriculum has not been aligned to Tennessee State Curriculum standards. The application stated it could take as long as two years to complete the alignment process. The committee responded to this concern in the post interview questions stating the alignment would take place prior to opening. Students at Founders will be taking the state TCAP assessment. This process is critical to be completed prior to opening. There is no way to meet item four on the primary purpose for a charter school.	Interview and post interview quesitons, p. 14	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Academic goals are rigorous, high, measurable, and set high expectations for student learning. The school does have a screening tool to measure skills and progress. Attendance goals are realistic.	p.25-27	
Concerns/Questions	Page	
Plan is not clear regarding frequency and time spent on interventions for students who are behind. Tennessee requires a Response To Intervention (RTI) plan for students falling below certain benchmarks on a universal screener. The application does not appear to meet this requirement.	p. 26	
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Academic goals are rigorous, high, measurable, and set high expectations for student learning. The school does have a screening tool to measure skills and progress. Attendance goals are realistic. Promotion and retention standards are rigorous and defined.	p. 25-27	
Concerns/Questions	Page	

A Response To Intervention (RTI) process aligned to Tennessee requirements is not described in the application in a way that demonstrates knowledge of this Tennessee State requirement.	p.26

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: - The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. - There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. - The applicant identifies specific ways to transform the existing school culture while respecting the school's history. - If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. - If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
N/A		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Concerns/Questions	Page
N/A	

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

The application describes how the school's graduation requirements and resources will ensure students are ready for college or other post-secondary opportunities (section B, p.30). The application describes a system and structure that can address students at risk of dropping out or not meeting graduation requirements.

p.30-31

Concerns/Questions

Page

The application does not describe the correct courses or credits required to graduate high school in Tennessee.

p. 29

Final Application Review

☐ Meets or Exceeds Standard

☒ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

The application describes how the school's graduation requirements and resources will ensure students are ready for college or other post-secondary opportunities (section B, p.30). The application describes a system and structure that can address students a risk of dropping out or not meeting graduation requirements.

p.30-31

Concerns/Questions

Page

The follow up questions answered by Founders describes a list of courses that likely meets the Tennessee graduation requirements. However, it doesn't specifically list the math courses students are required to take. It is assumed the courses will match Tennessee requirements.	Post Interview questions

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
The school will use some utilize internal assessment that are well known such as DIBELS and MAP which can provide valuable data. The application describes training for teachers.		p.32
Concerns/Questions		Page
The application does not describe how the internal assessments will align with Tennessee state standards. The application fails to describe a plan on how teachers will be trained to access and use data to inform instruction.		p.32,33
Final Application Review		
☐ Meets or Exceeds Standard	X ☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The school will utilize internal assessment that are well known such as DIBELS and MAP which can provide valuable data. A training process for teachers in the curriculum is in place.		p.32 Interview responses
Concerns/Questions		Page
While it has been stated that an alignment with Tennessee standards is forthcoming, without this alignment to review it is impossible to say that assessments will be aligned to Tennessee standards.		Post interview questions

1.8 SCHOOL CALENDAR AND SCHEDULE

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☒ Does Not Meet Standard
Strengths		Page
The application does explain that enrichment and extra-curricular activities are built into the schedule.		p.34,35
Concerns/Questions		Page
It does not appear that 180 school days are met. No daily schedule is included. Wording is unclear on how tiered interventions or tutoring are built into the daily schedule.		
Final Application Review		
☐ Meets or Exceeds Standard	X ☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Interview clarified that required days of instruction will be provided.		Interview
Concerns/Questions		Page
Tiered intervention time is not evident in any provided schedules for middle grades. Compliance with Coordinated School Health standards is not apparent in any provided schedules. Co-curricular activities are not detailed in any of the secondary schedules provided in post-interview response as stated in the original application.		Post interview question responses

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application describes a plan for identifying students with disabilities. Application does mention exiting English Learners from ESL services. There are strategies in the application for meeting the needs of gifted students.		p.38
Concerns/Questions		Page
Application does not address Leadership Teams' strong level of experience. Hiring plan is not detailed in the application.		p.36-40
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The application describes a plan for identifying students with disabilities. Application does mention exiting English Learners from ESL services. There are strategies in the application for meeting the needs of gifted students. After the interview process it is clear there is a good plan to address the needs of students with learning disabilities. A hiring plan was detailed after the interview process, and it appears necessary staff will be hired.		P 36-40
Concerns/Questions The follow up questions regarding how gifted students will be served is demonstrates a lack of understanding of gifted education requirements in Tennessee.		Interview, Post Interview question responses

1.10 SCHOOL CULTURE AND DISCIPLINE

Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Initial Application Review		
☐ Meets or Exceeds Standard	X ☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Plan for vision of culture is clear. The plan for sustaining culture is coherent and reasonable.		p.41
Concerns/Questions		Page
Handbook is not aligned to Tennessee Law. Handbook provided is primarily focused on secondary school and there is little information that applies to the elementary level.		Attachment B
Final Application Review		
☐ Meets or Exceeds Standard	X ☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The vision of a school culture is clear. The plan for sustaining culture is coherent and reasonable.		p.41
Concerns/Questions		Page
A handbook aligned to Tennessee law and policies was not provided. Post interview said this would not be completed until Charter is approved due to legal costs and scope. It is hard to approve something you can't see. This is a major component of this section.		Attachment B Post interview question response

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☐ Meets or Exceeds Standard	X ☐ Partially Meets Standard	☐ Does Not Meet Standard

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

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

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

The applicant has a well-defined plan for informing and educating parents on school policies.	p.47
Concerns/Questions	Page
Why was there no Attachment E in the plan? Evidence is minimal that community feedback is incorporated into the plan.	No Attachment E
Final Application Review	
☐ Meets or Exceeds Standard	☐ Partially Meets Standard
☒ Does Not Meet Standard	
Strengths	
The application has a well-defined plan for informing and educating parents on school policies	
p. 47	
Concerns/Questions	
No Attachment E provided.	
No Attachment E	

SUMMARY COMMENTS

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

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Strengths:

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

Weaknesses/Questions:

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

Final Application Review

☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard

Strengths:

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

(If Any) Weaknesses:

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

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Board structure is likely to ensure effective oversight of school performance, operations, and financials. Initial board members offer a wide range of experience. A Board training plan is described as required by law.		p. 50
Strengths		Page
The Standards the Board will use to oversee school performance is described but it is not included in the application. This would be good to have seen. Current evaluation tools in Tennessee are public record and this should be included. While initial board members have a wide range of experience, I do be wonder why all board members will not be a resident of Williamson County? The grievance process is mentioned that it will exist, but it is not detailed therefore not clear or transparent and cannot be judged on clearness.		p. 49-50
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Board structure is likely to ensure effective oversight of school performance, operations, and financials. Initial board members offer a wide range of experience. A Board training plan is described as required by law.		p.50
Concerns/ Questions		Page
The Standards the Board will use to oversee school performance is described but it is not included in the application. This would be good to have seen. Current evaluation tools in Tennessee are public record and this should be included. While initial board members have a wide range of experience, I do be wonder why all board members will not be a resident of Williamson County? The grievance process is mentioned that it will exist, but it is not detailed therefore not clear or transparent and cannot be judged on clearness.		p.49-50
2.2 START-UP PLAN		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Applicant acknowledges that facility requirements are the biggest challenge to success at this point. A detailed timeline is included in the plan.		Page 51
Concerns/Questions		Page
The plan included does not appear to set a realistic timeline to secure a location for premises or to be able to modify premises to meet the needs of a fully functioning school in the proposed area. Four years to fully implement the curriculum will leave students unable to show proficiency in State tests. In the previous section there were concerns about the timeline to align the curriculum to Tennessee State Standards and associated TCAP test.		Page 51-52 Interview
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Applicant acknowledges that facility requirements are the biggest challenge to success at this point. A detailed timeline is included in the plan.		Page 51
Concerns/ Questions		Page
Responses to FFE concerns assumes that ResponsiveED will be able to resolve any FFE shortfalls. Start-up budget does not provide the level of detail required to determine sufficiency particularly with respect to initial facility needs. Curriculum alignment still a concern.		Interview and post- interview questions

2.3 FACILITIES

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application indicates ResponsiveEd has experience in other states providing for adequate learning space.		Page 54
Concerns/Questions		Page
The plans and proposed properties do not seem to provide for sufficient space for the educational program and student population. The proposed sites do not appear to align with budget and current pricing of property in the area. The contingency plan is very broad and assumes conditions will allow for leasing or installation of temporary spacing.		Page 53-55
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application indicates ResponsiveEd has experience in other states providing for adequate learning space. Interview revealed furniture and other classroom items can be met by items already owned by ResponsiveED and do not need to rely on new purchases.		Page 54 Interview
Concerns/ Questions		Page
Interview did not provide clarity on the facility requirements asked for in paragraph (a) of Section 2.3. Financing plan will rely on fundraising for start up plans. Source of this fundraising was not divulged in interview process but will rely on donations. The budget numbers for enrollment did not seem accurate or realistic for current conditions.		Interview and post- interview question responses

2.4 PERSONNEL/ HUMAN CAPITAL

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The school's organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
ResponsiveEd has a network and experience in hiring and staffing charter schools in other states. Salary Ranges for teachers are competitive for teachers with under 10 years experience and no advanced degrees, this is likely to help with initial staffing. Staffing projections appear robust and aligned with educational program.		p. 58
Concerns/Questions		Page
No detailed Org Chart provided in Attachment G or H. Personnel policy not included. P56(b): In paragraph (a) you state that Del Rey will hire the ExDir, but in paragraph (b) you state that ResponsiveED will do the search for the school's Headmaster. Who is the hiring authority? What experienced Williamson County Educators and Instructional Leaders will be involved in this selection process? It is very hard to differentiate who will be in charge of running the school on a day-to-day basis. How much local decision making will be allowed and how much will need to emanate from Texas. This seems cumbersome to running a school.		Page 56-59
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Salary Ranges for teachers are competitive for teachers with under 10 years experience and no advanced degrees, this is likely to help with initial staffing. Staffing projections appear robust and aligned with educational program.		p.58
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Post interview there is still a concern on who will be hiring the teaching staff and how much direct input the Head of School will have on these critical positions.	p. 57 Interview and post interview question responses

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
Time allotted for PD is and training is very reasonable and should positively impact student achievement.		p. 60
Concerns/Questions		Page
Section (e) of the application on page 61 is not very well developed and raises a concern for the level awareness among staff for inclusiveness and cultural sensitivity. Not enough detail on how training of teachers will be conducted for students with disabilities that require an IEP.		Page 60-62
Final Application Review		
☐ Meets or Exceeds Standard	X ☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Time allotted for PD is and training is reasonable and should positively impact student achievement. Questions regarding special education training were answered satisfactorily in the interview process.		p. 60 Interview
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Interview responses regarding questions of diversity and inclusiveness were lacking depth and did little to ease concern for this population.	Interview

2.6 INSURANCE		
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
The coverage amounts shown on page 63 appear to be consistent with what WCS requires of district contractors.	Page 63	
Concerns/Questions	Page	
Nothing provided in Attach J Insurance coverages for teachers is part of the compensation package it is hard to tell if this impact recruiting and hiring. The coverages are detailed in this section. The term "competitive" is too vague and therefore this issue cannot be adequately considered. Not clear if athletics will be offered and therefore additional coverage cannot be determined as needed upon initial review.	Page 63	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
The coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors.	Page 63	
Concerns/ Questions	Page	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Founders does plan to offer sports but will not offer sports with high rates of concussions. This would impact insurance coverages. Lack of information on teacher insurance is still a concern not only in regards to operations but also due to a possible lack of competitiveness in staffing.	Interview

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	x ☐ Does Not Meet Standard
Strengths		Page
No evidence to support a strength.		p.64
Concerns/Questions		Page
Since transportation is not provided, it is doubtful the school will attract an economically disadvantaged student to the campus		p. 64
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
No evidence to support a strength.		p.64
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

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

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
The application does recognize there are National School Lunch Standards and familiarity with CNP and USDA standards.		p.65
Concerns/Questions		Page
The plan is too vague. Many other sections of the application do not reflect the need for food service. The budget lacks necessary line items, the facilities descriptions do not reference the need for food prep/storage areas, and the human capital section does not adequately address the staff needed to oversee lunch even when provided from an outside vendor.		p. 65
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
The application does recognize there are National School Lunch Standards and familiarity with CNP and USDA standards.		p. 65
Concerns/ Questions		Page
Interview responses did little to answer concerns regarding free and reduced lunch requirements, building specifications, or even staffing needs to handle food service. This is clearly an area of weakness in the application.		Interview

2.9 ADDITIONAL OPERATIONS

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
Basic understanding of school safety measures are referenced in section (d) as well as the understanding that required safety drills are necessary. The application references a safety official position in the Salary Ranges chart on Page 58.		p. 66 p.58
Concerns/Questions		Page
Technology Support information is completely absent from the application. Student management system is not detailed in the application. The application did not provide any information on Health & Nursing. Budget shows no funds budgeted for Health Services or Coordinated School Health. A nurse is vaguely mentioned in the human capital section of the application. No explanation of the role of the school safety official provided in application as referenced on p. 58 Maintenance program does go beyond custodial. How will mechanical systems be maintained?		p. 66-67
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
Basic understanding of school safety measures is referenced in section (d) as well as the understanding that required safety drills are necessary. The application references a safety official position in the Salary Ranges chart on Page 58. Skyward is identified as potential student management system in interview which would easily communicate with District and State platforms.		p. 58 Interview
Concerns/ Questions		Page
The lack of a technology plan is concerning. The State of Tennessee requires much of its assessment testing to be done on-line. Only 40 computers for over 1,000 students does not prepare them for this testing. The interview process did change concerns regarding Health and Nursing and cast a question on whether the school will accept students with health limitations.		p. 66-67

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: - If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. - There is a clear division of roles between the board and the CMO. - There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. - If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application indicates ResponsiveED and Del Rey Education have strong records of performance. The rationale for selecting the CMO is clear in the application.		p. 68
Concerns/Questions		Page
The division of roles amongst DelRay Education and ResonsiveEd are not clear. It is also not clear how conflicts between the two organizations will be handled should it arise. At least I do not see it detailed in this section. Attachment K is only two pages with lists of topics and functional areas. No details are provided on budget allocations to those areas. So WCS is unable to evaluate.		p. 68-71
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application indicates ResponsiveED and Del Rey Education have strong records of performance. The rationale for selecting the CMO is clear in the application.		p. 68
Concerns/ Questions		Page
After the interview process it is difficult to understand how this mixed structure of local Headmaster-ResponsiveED-Del Rey Education will function and who will be running the school on a day-to-day basis. Who has authority and accountability for the curriculum and performance? No budget details of the allocation of funds into functional areas that we can use to evaluate the application.		Interview

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☒ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Application indicates no waivers are requested.	p. 72	
Concerns/Questions	Page	
No concerns		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
No waivers requested.	p. 72	
Concerns/ Questions	Page	
The interview response indicates that Core Knowledge Sequence will be used and is currently in use by 11 charter schools in Tennessee. However, those schools required waivers to use Core Knowledge Sequence, so Founders will need to seek waivers.	Interview	
2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None found.		p. 74
Concerns/Questions		Page
No Attachment L provided.		p.74
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None Found.		p. 74
Concerns/ Questions		Page
No Attachment L provided. Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.		p. 74, post interview response

2.13 NETWORK MANAGEMENT

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: - The leadership team is identified, together with their roles and responsibilities. - As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. - The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. - The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None found.		p. 75-77
Concerns/Questions		Page
There is no Attachment M in the application.		p. 75-77
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None found.		p. 75-77
Concerns/ Questions		Page
No Attachment M in the application. Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.		p.75, post interview questions

2.14 NETWORK GOVERNANCE

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response:

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

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

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

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

None found.

p. 78

Concerns/Questions

Page

This section was not completed in the application, but extensive reliance of Del Rey and ResponsiveEd networks is evident in other sections of the application. Why wasn't presented in the section?

p. 78

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

No strengths found.

p. 78

Concerns/ Questions

Page

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

p. 78. post interview questions

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS

Characteristics of a strong response:

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

Initial Application Review

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None found.		p. 79-81
Concerns/Questions		Page
This section was left blank when reliance of Del Rey and ResponsiveEd networks is evident in other parts of the application.		p. 79-81
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None found.		p. 79-81
Concerns/ Questions		Page
The section was left blank. Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.		p. 79-81, interview questions

SECTION P CAPACITY
2 OPERATIONS PLAN AND

SUMMARY COMMENTS

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

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

Strengths:

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

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

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

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

(If Any) Weaknesses:

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

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

The organizational structure between DelRay Education, Responsive Ed, and the Head of School is still unclear as to who is actually in charge of the school and will be making the day to decisions about running the educational program. It is further unclear how the DelRay Education and ResponsiveEd will handle any conflicts of interests between the two organizations.

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

SECTION

P

CAPACITY

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

A budget worksheet was included in the application. DelRay does intend to outsource financial management to ResponsiveEd. This should be a strength given the ResponsiveEd's background with Charter schools in Texas.

Attachment
O

Concerns/Questions

Page

The investment in computers and technology is not sufficient to meet the State requirements for online testing. No financial expertise seemed apparent on the school design team. The contracted services expenses seem low for SPED services and social emotional services. Network budget seems vastly underfunded compared to what WCS does. Yr 2-5 Budget anticipating to find facility for \$20-\$25 per SF. This is not realistic based on our similar search efforts in the Cools Springs area last year.

Attachment
N and O

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

The partnership with ResponsiveEd should provide financial expertise in the applicant's external financial team.

Interview

Concerns/ Questions

Page

Responses in the interview process did not resolve concerns about lack of sufficient start-up funds, particularly for facilities and operations needs such as computer infrastructure or the ability to secure appropriate facilities. The interview process revealed the expectation that philanthropy and bond issues will solve funding shortfalls. But no source of such philanthropy was identified.

Interview
process

3 – FINANCIAL LAN AND

3.3 NETWORK FINANCIAL PLAN

SECTION

P

CAPACITY

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

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

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

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

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE

Characteristics of a strong response:

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

Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

None Found.

p. 86-87

Concerns/Questions

Page

No data provided

p. 86-87

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

None found.

p. 86-87,
post
interview
response

Concerns/ Questions

Page

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

p. 86-87,
post
interview
response



TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

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

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

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

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

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

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

Guidance for Reviewers:

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

Strengths of the academic plan

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

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

Weaknesses of the academic plan

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

Strengths of the operations plan

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

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

Weaknesses of the operations plan

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

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

Strengths of the financial plan

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

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

Weaknesses of the financial plan

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

Instructions for Reviewers:

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

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.11 - Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.15 - Financial Plan and Capacity: 3.1 through 3.3 - Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.12 through 2.15 - Financial Plan and Capacity: 3.1, through 3.3 - Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) - Financial Plan and Capacity: 3.1 and 3.2 - Portfolio Review and Performance Record: 4.1

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

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

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

Evaluator Name: Jenny Lopez

Proposed School Name: Founders Classical Academy

Application includes an Executive Summary.

Yes ☐ No ☐

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
A description of unique features of the instructional program is provided.		13-15
Concerns/Questions		Page
Application indicates K-12, but this section indicates K-8 only. Connection to the first purpose is not clear. Lacking description of how they will close the achievement gap.		13-15
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
A description of unique features of the instructional program is provided.		13-15
Concerns/Questions		Page
Application indicates K-12, but this section indicates K-8 only. Connection to the first purpose is not clear. Lacking description of how they will close the achievement gap.		13-15

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: - The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. - The applicant provides a sound rationale for selecting the community where the school will locate. - The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. - For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		16-18
Concerns/Questions		Page
Intention for selecting community is based on high growth of population and not on meeting academic need; rationale is more about helping district with high growth demand. Enrollment demographics do not appear to be reasonable for ED (Economically Disadvantaged) and SWD (Students with Disabilities). Race is mentioned in parts (c) and (e) but not included in demographics chart. Enrollment practices are missing from this section, but they are found in the handbook.		16-18
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		16-18
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Intention for selecting community is based on high growth of population and not on meeting academic need; rationale is more about helping district with high growth demand. Enrollment demographics do not appear to be reasonable for ED (Economically Disadvantaged) and SWD (Students with Disabilities). Race is mentioned in parts (c) and (e) but not included in demographics chart. Enrollment practices are missing from this section, but they are found in the handbook.	16-18

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
Focus aligns with the mission and vision of the school. Much of the plan is research-based.	19-24	
Concerns/Questions	Page	
Alignment to Tennessee state standards is not reflected. Targeted student populations are not addressed in this section. The plan does not lay out a progression for math to include 8th grade math standards. Algebra I is repeated 2 consecutive years in the plan. Plan did not address science instruction. Can you show us the alignment of your instructional materials to TN state standards?	19-24	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Focus aligns with the mission and vision of the school. Much of the plan is research-based.	19-24
Concerns/Questions	Page
Alignment to Tennessee state standards is not reflected. Targeted student populations are not addressed in this section. The plan does not lay out a progression for math to include 8th grade math standards. Algebra I is repeated 2 consecutive years in the plan. The math progression is still not outlined. The response from this question states that Algebra II is taught. Founders also lists 5 math credits earned by graduation. There are not 5 math courses listed in the schedules provided. Algebra I can not count for 5 credits by TDOE graduation standards. Science progression is still not addressed. There is no alignment to TN State standards in the curriculum proposed. By Tennessee law, curriculum materials need to be aligned to TN standards or a waiver needs to be submitted.	19-24

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Plan includes a tutoring program with Saturdays as optional time for support. The use of a universal screener to measure skills is described. Matriculation plan includes passing core subjects. The attendance goals described are realistic.		25-28
Concerns/Questions		Page
Frequency and time spent on interventions is not outlined in the plan. The described RTI plan does not align with Tennessee guidelines. Goals for grades 4-12 are absent from this plan.		25-28
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Plan includes a tutoring program with Saturdays as optional time for support. The use of a universal screener to measure skills is described. Matriculation plan includes passing core subjects. The attendance goals described are realistic.		25-28

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Concerns/Questions	Page
Frequency and time spent on interventions is not outlined in the plan. The response from Founders mentions having before and after school intervention time. Intervention time needs to be part of the school day to ensure student attendance. The described RTI plan does not align with Tennessee guidelines. Goals for grades 4-12 are absent from this plan.	25-28

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
N/A		
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	

N/A	
Concerns/Questions	Page

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements. ▪ The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities. ▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		29-31
Concerns/Questions		Page
Algebra II is not listed on the math progression. This course is a state requirement for graduation. Plan provides 2 credits for Algebra I over 2 years. TDOE only allows one credit unless it is the A/B course specifically for students with an IEP. Social Studies courses described in the plan do not meet the TDOE requirements for graduation. Speech and debate are not an acceptable fine arts credit for state graduation or college entrance. The plan is missing health and wellness requirements; this is a TDOE requirement. There is no description of how the GPA is calculated. How do your high school course requirements meet the state graduation requirements or college admission requirements? When does “accelerated instruction” take place for students at risk of dropping out or not meeting graduation requirements?		29-31

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Final Application Review			
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard	
Strengths			Page
I can't identify any strengths in this section.			29-31
Concerns/Questions			Page
Plan provides 2 credits for Algebra I over 2 years. TDOE only allows one credit unless it is the A/B course specifically for students with an IEP. Social Studies courses described in the plan do not meet the TDOE requirements for graduation. Response still lacks list of courses offered in high school for social studies credits. There are state requirements for specific courses in social studies. Speech and debate are not an acceptable fine arts credit for state graduation or college entrance. The list of requirements states "Fine Arts", but Speech and Debate is not accepted as fine arts credits. There is no description of how the GPA is calculated. Founders calculated the total number of credits that high students can earn; however, the courses are not listed and alignment to graduation requirements cannot be confirmed.			29-31

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		32-33
Concerns/Questions		Page
The assessments listed in the plan are not aligned to Tennessee state standards. Assessments listed in handbook are not to the state of TN (they are Texas assessments). The process for analyzing data in Dallas for TN students is a concern; we would like to know more about this process and how Tennessee alignment is assured. A detailed plan to train teachers in analyzing data to inform instruction is missing from the plan. How will you ensure that all assessments are aligned to TN State Standards? Which web-based platform will you use and how will you ensure it meets all TN state and Federal privacy requirements?		32
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		32-22
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

The assessments listed in the plan are not aligned to Tennessee state standards. Assessments listed in handbook are not to the state of TN (they are Texas assessments). The responses to the issue still do not clarify where the bank of assessment items comes from. Not clear how they will be standard aligned. A detailed plan to train teachers in analyzing data to inform instruction is missing from the plan. The response from Founders states that the work of aligning to TN state standards will be done before the start of the year. This work is monumental when you consider K-12 curriculum. This will take a very long time and supplemental materials (including assessments) in order to be fully aligned. A we-based platform has not been identified.	32-33

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programing is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
I can't identify any strengths in this section.	34-35	
Concerns/Questions	Page	
Missing detailed daily schedule by grade to see core subject instructional time. A calendar indicating total school days is absent from application. We can't see that tutoring and tiered interventions are built into the schedule; the wording is vague. Instructional resources and staffing needs for Saturday school, summer school and staffing. Plan does state who these programs are for; clear criteria for identification of students is lacking. When will tutoring and tiered interventions taking place? How are all teachers available for academic tutoring during the elementary school day? Why is summer school only available to K-2 students?	34-35	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Schedules for each grade show detail of the school day bell schedule.		34-35
Concerns/Questions		Page
The bell schedules for middle and high school do not provide time to meet the requirements of the physical requirement law in Tennessee. There is no evidence of intervention time being built into the bell schedule. Concerns remain about staffing for Saturday tutoring sessions.		34-35

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There is a plan for exiting English Learners from ESL services. Strategies were listed for meeting the needs of gifted students.		36-40
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

The plan does not address the leadership teams' strong experience with serving special populations and students at risk. A hiring plan to attract staff listed in the application is not outlined. On page 39, there is a mention of modifying the curriculum for at risk students in high concentrations. There is detail needed in that description as curriculum should not be modified unless it is for the purpose of meeting the needs of special education students as outlined in the IEP. There is no plan for exiting students from services for students with disabilities. There is not a list of strategies for meeting needs of students with disabilities to access the general education curriculum.			36-40
Final Application Review			
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard	
Strengths			Page
There is a plan for exiting English Learners from ESL services. Strategies were listed for meeting the needs of gifted students.			36-40
Concerns/Questions			Page
The plan does not address the leadership teams' strong experience of serving special populations and students at risk. A hiring plan to attract staff listed in the application is not outlined. On page 39, there is a mention of modifying the curriculum for at risk students in high concentrations. There is detail needed in that description as curriculum should not be modified unless it is for the purpose of meeting the needs of special education students as outlined in the IEP. There is no plan for exiting students from services for students with disabilities. There is not a list of strategies for meeting the needs of students with disabilities to access the general education curriculum. The strategy described in the response from Founders regarding serving gifted students is a strategy utilized for students who are struggling with the content, not for advanced or gifted students (scaffolding).			36-40

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
There is a clear plan to establish a strong school culture. A vision for the culture to be established is clearly stated. The plan for sustaining school culture is coherent.		41-42
Concerns/Questions		Page
Handbook is long/comprehensive but refers to Texas laws throughout. Attachment C is in a completely different format than the handbook and contains alignment to Texas law. The handbook needs to be aligned to Tennessee law for us to do a thorough review. Handbook information contradicts some info in the application (e.g., Algebra II and Texas assessments). Saturday School in the Handbook is described for discipline, but earlier in the application it was an academic intervention. The handbook is very much focused on secondary schools and not as relevant to elementary. Detailed information that is important to elementary is missing from the handbook. Attachment C is in a completely different format than the handbook and contains alignment to Texas law		41-42
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

There is a clear plan to establish a strong school culture. A vision for the culture to be established is clearly stated.	41-42
The plan for sustaining school culture is coherent.	
Concerns/Questions	Page
Handbook will not be written for Tennessee at this time due to financial implications.	41-42
The handbook needs to be aligned to Tennessee law for us to do a thorough review.	
Handbook information contradicts some info in the application (e.g., Algebra II and Texas assessments).	
Saturday School in the Handbook is described for discipline, but earlier in the application it was an academic intervention.	
The handbook is very much focused on secondary schools and not as relevant to elementary. Detailed information that is important to elementary is missing from the handbook.	
Attachment C is in a completely different format than the handbook and contains alignment to Texas law.	

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: - The applicant's enrollment policy (Attachment D) complies with state law and district policies. - The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. - Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
A strong plan for community outreach is described.	43-45	
Concerns/Questions	Page	
The plan does not address enrolling students experiencing homelessness. The plan needs to be more specific in describing the following: - How they recruit all the families who desire this type of education. - What is the gap missing in WCS that this charter can fill? - How does the charter school reach those families who are experiencing that gap?	43-45	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

The plan refers to translating into Spanish. Our community needs translation into a multitude of languages, including Chinese, Korean and Arabic Page 44 references admitting anyone without an admission screen in TX and Arkansas – what will be done in Tennessee? Enrollment and recruitment wording in application section 1.11, Enrollment (Attachment D) and student handbook (Attachment B) are not all matching in language and plans.			
Final Application Review			
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard	
Strengths			Page
A strong plan for community outreach is described.			43-45
Concerns/Questions			Page
The attachments still mention the work in other states. This is confusing and not clarified in the responses. There is a need for translation in several languages in order to meet the needs of Williamson County families. The update in the plan mentions how students will be recruited from private schools but does not clarify the recruitment from our school district. Will FSSD students be recruited?			43-45

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT			
Characteristics of a strong response: - There is evidence that community feedback is incorporated in the application. - There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). - The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. - The applicant has a well-defined plan for informing and educating parents on school policies.			
Initial Application Review			
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard	
Strengths			Page
I can't identify any strengths in this section.			46-47

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Concerns/Questions		Page
Attachment E is not included in the application.		46-47
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		
I can't identify any strengths in this section.		
Concerns/Questions		
Attachment E is not included nor provided after our request. There is no evidence of the plan.		

SUMMARY COMMENTS

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

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Strengths: The application lays out a clear vision for the culture and mission that the charter school looks to establish. There is a clear emphasis on providing students with the highest level of support as needed by the individual. Community outreach is well planned.

Weaknesses/Questions: The application is written quoting Texas and Arkansas laws and policy. There is a lack of specificity to address Tennessee law and policy. The academic plan lacks alignment to Tennessee state standards and graduation requirements. There are contradictions between the handbook and some of the descriptions in the application. There is a lack of clarity on some important points related to special populations, including how to exit students from special education. The application fails to identify the gap that this charter is closing/addressing in Williamson County Schools. High growth in population seems to be the only identify gap; however, that is addressed within the county and is not a gap for our district.

Some of the questions that remain are:

1. We do not see alignment with state standards. Can you show us the alignment with Tennessee Academic Standards?
2. What do you mean by “facilitating students’ hermeneutic understanding of human events” on p.21? Can you help us understand what that looks like across kindergarten through 12th grade?
3. How will you follow the TN law on retention including the provision for 3rd grade reading proficiency?
4. Where did your baseline data for your academic goals come from? How did you determine the percentage increases listed for those goals?
5. What is a “Met Standard Score of 40” referenced in section 1.4 on p. 26?
6. How frequently will you monitor results once using the corrective action plan? What specific measures will you use?
7. How do your high school course requirements meet the state graduation requirements and college admission requirements?
8. What is the HOPE program?
9. When does “accelerated instruction” take place for students at risk of dropping out or not meeting graduation requirements?
10. How will you ensure that your assessments are aligned to the TN Academic Standards that will be tested through TCAP/EOC testing?
11. Which web-based platform will you use for assessment data and how will you ensure it meets all TN state and Federal privacy and security requirements?
12. Can you please provide a detailed daily schedule by grade?
13. When will tutoring and tiered interventions take place?
14. How are all elementary teachers available for academic tutoring during the school day?
15. Why is summer school only available to K-2 students?
16. Who is doing your psychoeducational evaluations and re-evaluations?
17. How do you plan to serve gifted students?
18. Will you align and update the handbook to Tennessee so we can evaluate it with the rubric?
19. What happens to students expelled from this charter school?
20. Are students who live in other counties allowed to enroll in this charter?

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

21. Will you recruit students attending Franklin Special School District students for K-8 as well as students attending WCS (Williamson County Schools)?
22. Do you intend to follow WCS's policy regarding charging tuition for children of teachers living in other counties?
23. On p. 44, there is a reference to admitting anyone without an admission screen in Texas and Arkansas – what do you plan to do here?

Final Application Review

☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard

Strengths: The application lays out a clear vision for the culture and mission that the charter school looks to establish. There is a clear emphasis on providing students with the highest level of support as needed by the individual. Community outreach is well planned.

(If Any) Weaknesses:

The school does not have plans to offer curriculum that is aligned to Tennessee state standards. The work they describe they will do in order to align does not change the fact that the curricula to be implemented is not Tennessee aligned. It is unclear how they meet the state requirements for graduation, specifically in math, social studies and science. The applicant is not aware of state laws as their work clearly aligns with Texas, not Tennessee. Credits to be awarded in high school do not align with Tennessee policy. Questions about the assessments that will be utilized still remain unanswered.

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The board composition appears to have sufficient experience. The charter is committed to annual board training.		50
Concerns/ Questions		Page
What are the standards or metrics for academic results that evaluates the school? Qualifications – Bylaws Article III, section 3 indicates that board members do not have to reside in Williamson County. Attachment F does not provide board policies. Tab 7. Do you have a start on Board Policies? Will policies be in place before the enrollment process begins?		49-50
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The board composition appears to have sufficient experience. The charter is committed to annual board training.		50
Concerns/ Questions		Page
Founders remains unclear in regard to Williamson County residency requirement. WCS Board Policy requires students to be residents of Williamson County or pay a tuition charge.		49-50

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: - The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. - The applicant adequately addresses potential challenges. - For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
Recognition that site selection and acquisition will present difficulty.	51	
Concerns/Questions	Page	
Contingency plan sites may not be available or adequate. Neither backup sites have land for playgrounds or athletic fields. Are you currently searching for school sites? What sites have you identified? Secondary sites? How much renovation/modification is required? Are fire codes considered? Backup sites do not have the sq. ft. required. Athletics – do you have the space for athletic activities? If not, what are the plans for secure sites for those activities? Do you have design consultant helping with site selection? Key challenges identified: - Finding a site (see above) - You state that many Teachers are not equipped to teach in a classical school. Given the already difficult Teacher shortages, how can you be sure you'll get the caliber of Teachers you'll need? - Academic Expectations: You state that it can take up to 4-years to fully implement your Scope & Sequence. Is that every year for the incoming students, or just your initial starting of the school?	51	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Recognition that site selection and acquisition will present difficulty.	51
Concerns/ Questions	Page
The timeline does not allow for site selection and preparation or renovations necessary. The start-up budget does not have sufficient funds for many required expenses. Hiring and staffing goals seem challenging in current reality of teacher shortages.	51

2.3 FACILITIES		
Characteristics of a strong response: - Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. - The applicant demonstrates expertise in facilities acquisition and management, either internal or external. - The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. - The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
ResponsiveED's facilities group has a strong record of finding and operating adequate facilities.		53-55
Concerns/Questions		Page
Anticipated enrollment of 1,028 is shown on P17, but your budget template shows 1,128 by Yr-5. Your response to item 2.3(b) says 950 students. Facility vs. Proposed Budget: You state that your proposed budget is trying to keep facility expenses under 15% of the anticipated state budget of (\$9M/yr = \$9.5K/student x 950 Students) thus \$1.35M/yr. Given the current cost of construction now in Williamson County (\$255/SF for schools x 85KSF = \$21.7M or all of the first 2.4-years of state funds) just for a building, how do you intend to stay under that 15% target while building a building and purchasing the land for it? Facilities Timeline: Your Start-Up Timeline shows different dates/timeframes for facilities selection, construction, outfitting than your plan on P54.		17, 53-55

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
ResponsiveED's facilities group has a strong record of finding and operating adequate facilities.		53
Concerns/ Questions		Page
Interview response did not provide any information on the facility requirements asked for in paragraph (a) of Section 2.3. We are unable to evaluate the plans for sites at this time. Responses by Founders indicated strong reliance on philanthropy to cover shortfalls beyond stated facility budget. This response provided no firm info with respect to actual sites being considered/negotiated.		53-55

2.4 PERSONNEL/ HUMAN CAPITAL		
Characteristics of a strong response: ▪ The school's organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		56-59
Concerns/Questions		Page
Attach G says that you are unable to project what the Org Chart positions will be because you don't know what the needs of the school and students will be. Will your Scope & Sequence change once you fully assess Williamson County students?		56-59

SECTION 2 – OPERATIONS PLAN AND CAPACITY

-Professional Employer Organization (PEO): ResponsiveED will do all HR, payroll, and PD. Has ResponsiveED managed any Charter Schools in Tennessee before? -Paragraph a. states that the Del Rey will hire the Executive Director, but in paragraph b. states that ResponsiveED will do the search for the school's Headmaster. What experienced Educators and Instructional Leaders will be involved in this selection process? Will the TEAM-TN model for evaluating the Headmaster? If not, which model will be used? Recruiting: - Leans on outside agencies like ResponsiveED to do hiring of instructional staff too. -No previous achievement data provided, even from other ResponsiveED or Del Rey's other classical schools. Employee Manual as Attach J: manual not provided. P59 Chart: Please explain what you mean by "Specialized School Staff" and School Operations Support Staff that you will hire in Yr-1 and Start-up respectively.	

Final Application Review

☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard

Strengths

Page

I can't identify any strengths in this section.	56-59

Concerns/ Questions

Page

Organizational chart can't be better defined at this time per responses post interview. It is understandable that some tweaking may be required after school starts and some specific or specialized functions are better defined, but if ResponsiveED has started 80 schools then the basic needs are known regardless if this is the first ResponsiveED school in Tennessee. A detailed breakout of how the ResponsiveED fee budget would be allocated by area as was requested but not provided.	56-59

2.5 PROFESSIONAL DEVELOPMENT

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

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Plan includes 20 days of professional development per year as well as mentoring.		60
Concerns/Questions		Page
Where will the training be conducted?		60
What are the standards of performance relative to diverse, inclusive and culture groups?		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Plan includes 20 days of professional development per year as well as mentoring		60
Concerns/ Questions		Page
The plan does not describe addressing special and diverse populations.		60
The plan states that the growth from novice to master teacher is usually a 5-year process but does not define master teacher.		
The plan does not describe milestones nor how they will determine professional growth needs.		

2.6 INSURANCE
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.
Initial Application Review

SECTION 2 – OPERATIONS PLAN AND CAPACITY

☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors.		63
Concerns/Questions		Page
Attachment not provided.		63
Do you intend to have school athletics? If so, insurance for that purpose is required.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors.		63
Concerns/ Questions		Page
Founders does not intend to have higher amounts of insurance which are required for athletics. Therefore, the school does not plan on having these sports teams.		63

2.7 TRANSPORTATION – IF APPLICABLE
Characteristics of a strong response: ▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.
Initial Application Review

SECTION 2 – OPERATIONS PLAN AND CAPACITY

☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		64
Concerns/Questions		Page
This charter will not provide transportation. Will charge participation fees. Does this exclude students who can't afford that? This may prohibit the target group you describe.		64
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		64
Concerns/ Questions		Page
Founders committed to explore options of transportation services on a limited basis. This is not serving all students of Williamson County equally. Responses by Founders regarding locations they are seeking but not providing transportation highlight the fact that students who are ED will not have access to this school. Founders won't be able to transport students with disabilities who need special transportation. This is a requirement that they won't be able to meet.		64

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
I can't identify any strengths in this section.	65	
Concerns/Questions	Page	
How will you provide food service if you have a facility without an adequate kitchen? Provide clarity on the free and reduced food plan. What does "designated lunch alternative" mean?	65	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
I can't identify any strengths in this section.	65	
Concerns/ Questions	Page	
Response indicates that if full Free or Reduced meals are required then Founders will expect support from the district to ensure meals are provided. It remains unclear whether Founders is prepared to provide the meals. Per response from Founders, students would be required to bring their own lunch if the facility they acquire does not have the required space and equipment for a kitchen. This leaves out the accessibility of the schools for our students on Free and reduced lunch.	65	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Plan includes 1-2 custodians for general maintenance and 1 safety official.		58
Concerns/Questions		Page
Technology Support: You did not provide any information on Staff or Student technology support plans. Your budgets indicate you will only provide 40 laptop computers for student assessments. That's 40 laptops for over 1,000 students. Health and nursing: There are no plans outlined for this. Does this exclude students with medical needs?		58
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Plan includes 1-2 custodians for general maintenance and 1 safety official.		58
Concerns/ Questions		Page
The State of Tennessee requires all assessment testing to be done on-line. Only 40 computers for over 1,000 students does not prepare them for this testing. Network information does not mention CIPA compliance. Plan to only hire a school nurse if there are over 300 students appears to assume Founders will not accept students with special medical needs.		58

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE		
Characteristics of a strong response: - If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. - There is a clear division of roles between the board and the CMO. - There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. - If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The application clearly describes how Founders selects their CMO and why. It lists the responsibilities of the CMO, including both operational and instructional responsibilities.		68
Concerns/Questions		Page
It is difficult to understand how this mixed structure of local Headmaster-ResponsiveED-Del Rey Education will actually work and who will be running the school. It is also unclear who holds accountability for the curriculum and performance. No budget details of the allocation of funds into functional areas has been provided to evaluate the application.		68
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The application clearly describes how Founders selects their CMO and why. It lists the responsibilities of the CMO, including both operational and instructional responsibilities.		68
Concerns/ Questions		Page
It is difficult to understand how this mixed structure of local Headmaster-ResponsiveED-Del Rey Education will actually work and who will be running the school. It is also unclear who holds accountability for the curriculum and performance. No budget details of the allocation of funds into functional areas has been provided to evaluate the application.		68

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
No waivers are listed on the application.		72-73
Concerns/Questions		Page
Should meet the TN State standards and strictly utilize approved instructional materials since waivers are not being submitted. However, the instructional materials and assessment listed on the application are not Tennessee aligned or approved. If the school intends to utilize the listed curricula it needs to apply for waivers.		72-73
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
No waivers are listed on the application.		72-73
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Should meet the TN State standards and strictly utilize approved instructional materials since waivers are not being submitted. However, the instructional materials and assessment listed on the application are not Tennessee aligned or approved. If the school intends to utilize the listed curricula it needs to apply for waivers.	72-73

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		
Concerns/Questions		Page
This section is blank and there is no Attachment L.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

This section is blank and there is no Attachment L.

2.13 NETWORK MANAGEMENT

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

I can't identify any strengths in this section.

Concerns/Questions

Page

This section is blank and there is no Attachment M.

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

I can't identify any strengths in this section.

Concerns/ Questions

Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

This section is blank and there is no Attachment M.

2.14 NETWORK GOVERNANCE

Characteristics of a strong response:

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

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

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

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

I can't identify any strengths in this section.

Concerns/Questions

Page

This section is blank, but networks were mentioned in other parts of the application.

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

I can't identify any strengths in this section.

Concerns/ Questions

Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

This section is blank, but networks were mentioned in other parts of the application.	

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response: ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		
Concerns/Questions		Page
This section is blank, but networks were mentioned in other parts of the application.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		
Concerns/ Questions		Page
This section is blank, but networks were mentioned in other parts of the application.		

SECTION P CAPACITY
2 OPERATIONS PLAN AND

SUMMARY COMMENTS

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

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: Founders has an experienced CMO to handle operations. Weaknesses/Questions: Lack of detail provided related to operations. Many parts left blank and many questions unanswered. Plans for acquiring a facility are vague and difficult to attain as described. Facility needs are not clearly stated. Significant shortfall in funding and planning for numerous operational functions.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: Founders has an experienced CMO to handle operations. (If Any) Weaknesses: Many of the original questions remain after an interview with Founders. The same doubts and weaknesses are still present. Lack of detail provided related to operations. Many parts left blank and many questions unanswered. Plans for acquiring a facility are vague and difficult to attain as described. Facility needs are not clearly stated. Significant shortfall in funding and planning for numerous operational functions. Waivers are not being requested, yet the curricula listed is not Tennessee approved nor aligned to state standards. Provisions for students economically disadvantaged are not present in the applications nor responses from Funders (both for food and transportation since the possible school sites are not in areas of disadvantaged students). Transportation for students remains a concern as well as the lack of sports since they can't be offered due to limitations on insurance costs.		

SECTION P CAPACITY
3 – FINANCIAL LAN AND

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all startup expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant's internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Anticipates a \$1M gift to get started. Anticipates a ~\$230K net cashflow after Yr 1...		82-83
Concerns/Questions		Page
Contracted services seemed low when you conder SEL and SSS. Everything is being outsourced –is the funding for these services in your budget?		82-83
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Anticipates a \$1M gift to get started. Anticipates a ~\$230K net cashflow after year 1.		82-83
Concerns/ Questions		Page
Does not meet the standard because the procedures, policies, systems, and processes are not clearly identified for this charter. The budget seems lacking, and viability is in question, for example with no startup year costs and not enough detail. The plan mentions the use of the charter management organization, but not how that CMO meets these standards. We would like more information on Responsive Ed. The budget narrative in attachment O has percentages that do not add up. They do not fully support revenue and cost assumptions.		82-83

SECTION P CAPACITY
3 – FINANCIAL PLAN AND

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		84-85
Concerns/Questions		Page
The budget lacks specificity and details needed to assess viability. We are not sure how the student enrollment was determined in assumptions for the budget and do not see contingency plans.		84-85
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		84-85
Concerns/ Questions		Page
No network plan is presented although Founders will clearly depend on the ResponsiveED and Del Rey Education networks for significant portions of starting and running this school. No response was provided to our specific question about this, so we have no detailed information to evaluate.		84-85

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

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

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: Anticipates a \$1M gift to get started. Anticipates a ~\$230K net cashflow after year 1 Weaknesses/Questions: The budget lacks specificity and details needed to assess viability. We are not sure how the student enrollment was determined in assumptions for the budget and do not see contingency plans.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: Anticipates a \$1M gift to get started. Anticipates a ~\$230K net cashflow after year 1 (If Any) Weaknesses: No network plan is presented although Founders will clearly depend on the ResponsiveED and Del Rey Education networks for significant portions of starting and running this school. No response was provided to our specific question about this, so we have no detailed information to evaluate.		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE

Characteristics of a strong response: ▪ Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator's schools are high performing and successful (Attachment Q). ▪ Graduation rates are indicative of highly successful strategies (if applicable). ▪ Applicant selects one or more of the organization's consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome. ▪ Applicant selects one or more of the organization's low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable). ▪ If the school is operating under another authorizer, the school's performance report or authorizer evaluation (Attachment R) is favorable. ▪ Latest audit (Attachment S) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law. ▪ The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, Attachment T).		
Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		
Concerns/Questions		Page
No data was provided.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I can't identify any strengths in this section.		
Concerns/ Questions		Page
The data Founders provided after being asked about past performance was related to a school in another state. This school does not use Tennessee approved materials nor standards. It is hard to compare to the school's requirements in Tennessee.		

TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

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

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

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

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

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

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

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

Guidance for Reviewers:

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

Strengths of the academic plan

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

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

Weaknesses of the academic plan

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

Strengths of the operations plan

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

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

Weaknesses of the operations plan

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

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

Strengths of the financial plan

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

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

Weaknesses of the financial plan

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

Instructions for Reviewers:

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

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.11 - Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure <i>OR</i> Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school <i>OR</i> Operator with existing schools outside of Tennessee	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.15 - Financial Plan and Capacity: 3.1 through 3.3 - Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.12 through 2.15 - Financial Plan and Capacity: 3.1, through 3.3 - Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) - Financial Plan and Capacity: 3.1 and 3.2 - Portfolio Review and Performance Record: 4.1

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

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

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

Evaluator Name: Angela Mull

Proposed School Name: Founders Classical Academy

Application includes an Executive Summary.

Yes ☒ No ☐

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Founders appear to be very dedicated to a classical approach.		13
Concerns/Questions		Page
Mission isn't measurable; connection to the purpose isn't clear; missing description of achievement gaps The statement "moral character" appears to be based on the ideal of a small group What is missing in Williamson County Schools that your model addresses. WCS is fully aligned with state standards what areas are missing in WCS that you feel are not addressed in WCS.		13
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
True to their classical approach to education.		13
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

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

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None determined		
Concerns/Questions		Page
You stated that your site location goal is to serve students from families who desire a robust academic environment of the highest of standards. How is that different from what WCS now offers our students? You state that you want to locate the school in a current high-growth area so it is accessible to a broad range of families and can alleviate some of the demand for WCS growth. How does providing a school for 1,028 students from across the district alleviate our demand? You site an anticipated enrollment of 1,028. The budget template shows 1,128. The response to question 2.3(b) uses 950 students for budgeting purposes. What is the actual enrollment target? You state that WCS's 3rd Grade ELA proficiency went down 7% over the pandemic, and our ED and Black students saw declines. How does your targeting the Cool Springs, Berry Farms, and Nolensville areas help with those sub-population groups? You state you will service underserved ED families it is likely they will need transportation in order to participate in your school. Will you provide transportation for those families who will probably not live close to your campuses.		16-18
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Concerns/Questions	Page
Interview response indicated that the target enrollment is 1,028 which is less than 2.5% of our student population. Given that these students will be drawn from the entire county of 50 schools initially, this would only reduce our demand by an average of 20 students per school, which is only 2-3 students per grade level at those schools. This effectively does nothing to decrease our growth demand across the county. Post-Interview response indicated a willingness to revisit transportation needs, but no commitment to it that would indicate an understanding of our ED families and other dual income families who would need such transportation services.	16-18

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

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Unable to determine if curriculum is aligned with State of TN standards			19-24
Final Application Review			
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard	
Strengths			Page
None determined			19
Concerns/Questions			Page
Responses during interview did not clarify alignment with TN Educational standards			20

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

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

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Post-Interview response includes after-hours tutoring support opportunities such as after school and Saturday School sessions periodically for those needing remediation. However, this does not appear to be in accordance with Tennessee state requirements to be done during the school day. Post-Interview response did not clarify where the presented baseline data came from.

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

N/A

Concerns/Questions

Page

N/A

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

N/A

Concerns/Questions	Page
N/A	

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard

Strengths	Page

None determined

Concerns/Questions	Page

Do high school course requirements meet the state graduation requirements or college admission requirements. What is "accelerated instruction" and when it will take place for students at-risk of not meeting graduation requirements.

29-31

Final Application Review

☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard

Strengths	Page

None determined

Concerns/Questions	Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Responses did not resolve the question of high school course requirements meeting Tennessee graduation requirements. Did not clearly outline the accelerated instruction plan for at-risk students	29

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None determined		
Concerns/Questions		Page
Will assessments be aligned to TN State Standards and how will you ensure that? Assessments listed in handbook are not to the state of TN but to TX No detailed plan to train teachers in analyzing data for proper instruction		32
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None determined		
Concerns/Questions		Page
Unable to determine how assessments will be aligned with TN state standards		32
1.8 SCHOOL CALENDAR AND SCHEDULE		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Annual Calendar included		Attachment A
Concerns/Questions		Page
Missing detailed daily schedule by grade to see core subject instructional time. Can you please provide that? Need to see school instructional time allowing 174 days We can't see that tutoring and tiered interventions are built into the schedule How are all teachers available for academic tutoring during the elementary school day? Why is summer school only available to K-2 students? Focus of Saturday school focused on prior year state assessment needs more details or explanation. Did not address anticipated resource and staffing needs for Saturday School, summer school and after school.		34-35
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Annual Calendar included		
Concerns/Questions		Page
Responses not adequate to suggest standards are met		34-35

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

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

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Strengths			Page
Vision for culture is stated			41
Concerns/Questions			Page
Handbook is extremely long/comprehensive, but refers to Texas laws throughout – needs to be aligned to TN to be legally sound Handbook information contradicts some info in the application (e.g. Algebra II and Texas assessments) Please align and update the handbook to TN so we can evaluate per the rubric. Saturday School in the Handbook is described for discipline, but earlier in the application it was an academic intervention. Handbook is very much focused on secondary schools and not as relevant to elementary Attachment C is in a completely different format than the handbook and contains alignment to Texas law What happens to students expelled from the Charter?			Attachment B&C
Final Application Review			
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard	
Strengths			Page
Vision clearly stated			41
Concerns/Questions			Page
Responses not adequate to suggest TN standards are met			Attachment B&C

1.11 RECRUITMENT AND ENROLLMENT			
Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.			
Initial Application Review			
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard	
Strengths			Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Plan for recruitment is clear		43 Attachm ent D
Concerns/Questions		Page
There does not seem to be equal opportunity for lower achieving students, students with disabilities or families with economic hardships		44
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Enrollment policy complies with state law		43 Attachment D
Concerns/Questions		Page
There does not seem to be equal opportunity for lower achieving students, students with disabilities or families with economic hardships		43-44 Attachment D
Are students from adjacent counties allowed to be a part of this school		

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: - There is evidence that community feedback is incorporated in the application. - There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). - The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. - The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

None determined			
Concerns/Questions			Page
Application did not show how they would garner support from community and community partners			46
Final Application Review			
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard	
Strengths			
None determined			
Concerns/Questions			
Application did not show how they would garner support from community and community partners			

SUMMARY COMMENTS

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

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Strengths:

None determined

Weaknesses/Questions:

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

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths:

None determined

(If Any) Weaknesses:

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

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The initial Board composition appears to have sufficient experience in the fields indicated and commits to annual board training.		50
Concerns/ Questions		Page
Qualifications: Bylaws Article III, section 3 indicates that Board members are not required to be residents of Williamson County. Why is that the case? How is local decision-making supported without the Board being a part of the community and understanding community concerns more fully? Code of Ethics (Attachment F4, Paragraph 2) mentions “sexual orientation” as a non-discrimination characteristic for students, but specifically leaves it out from the paragraph for educators. Why are the paragraphs for students and educators identical except for that one classification? Enrollment (Attachment D, Exceptions): It appears you intend to enroll students who do not reside in Williamson County, is that correct? If a target is to provide a classical education to economically disadvantaged students, why is a transportation plan that would get ED students to school a missing part of the application?		49
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The initial Board composition appears to have sufficient experience in the fields indicated and commits to annual board training.		50
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

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

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

SECTION 2 – OPERATIONS PLAN AND CAPACITY

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

2.3 FACILITIES		
Characteristics of a strong response: - Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. - The applicant demonstrates expertise in facilities acquisition and management, either internal or external. - The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. - The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Applicant states ResponsiveED's facilities group has a strong record of finding and operating adequate facilities.		54
Concerns/Questions		Page
-Anticipated enrollment of 1,028 is shown on P17, but your budget template shows 1,128 by Yr-5. Your response to item 2.3(b) says 950 students. Which is it? - \$1.3M/yr on facility – after purchase/build? (p53). Budgeting \$2M+/yr (p210) - Charter Approval in Apr '22, thus, 16-mos to get a facility ready for school – with no current design in-place. -P53(a): Describe Your Facility Needs: The response template asks you to describe the number of classrooms, SF/Classroom, Classroom types, SF per of additional school space such as science labs, art rooms, auditorium, main office, etc. Your submission didn't do that, why? How do you know what you're looking for? -What is the classroom sizes (students per grade) you are planning for?: -Budget (P210) shows the need for 36 classrooms to start K8 in Yr-1 with 728 students (20 Students/ClRm), ramping up to 52 classrooms K12 by Yr-5 with 1,128 Students (21.7 Students/ClRm.) So, at 34SF/Student x 21.7 Students per room = 738SF/ClRm. So, 738SF/ClRm x 52 ClRms = 38.4KSF net just for classrooms? At 20% for ancillary spaces (hallways, restroom, MEP closets,...) the need is 46.1KSF just for classroom wings. Other needs such as Café, Gym, Media, Office/Clinic, Storage, etc., are not addressed. SPED classroom needs are not addressed. Facility vs. Proposed Budget: You state that your proposed budget is trying to keep facility expenses under 15% of the anticipated state budget of (\$9M/yr = \$9.5K/student x 950 Students) thus \$1.35M/yr. Given the current cost of construction now in WilCo (\$271/SF for schools x 85KSF = \$23M or all of the first 2.4-years of state funds) just for a building. How do you intend to stay under that 15% target while constructing a building and purchasing the land for it?		53-55

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Facilities Timeline: Start-Up Timeline shows different dates/timeframes for facilities selection, construction, outfitting than the plan on P54. Discrepancies in numbers Back-up Plan Sites: They are small. How do you know they will be available? No area for athletics or age-appropriate playgrounds.			
Final Application Review			
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard	
Strengths			Page
-Claims that ResponsiveED's facilities group has a strong record of finding and operating adequate facilities. -Post-interview response provided annual audit report for ResponsiveED that shows large facilities portfolio in Texas.			54
Concerns/ Questions			Page
-Interview response did not provide any information on the facility requirements asked for in paragraph (a) of Section 2.3. -Post-interview response indicated strong reliance on philanthropy to cover shortfalls beyond stated facility budget. This response provided no firm info with respect to actual sites being considered/negotiated, thus, there is nothing provided to us that we can evaluate.			54

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

SECTION 2 – OPERATIONS PLAN AND CAPACITY

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

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-None determined		
Concerns/ Questions		Page
-Post-interview response did not explain why the Org Chart can't be better defined now. It is understandable that some updating may be required after school starts and some specific or specialized functions are better defined, but if ResponsiveED has started 80 schools then the basic needs are known regardless if this is the first ResponsiveED school in Tennessee.		58

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

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Final Application Review			
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard	
Strengths			Page
-None determined			
Concerns/ Questions			Page
- Interview response to the standards of performance on diversity, and efforts to gain feedback from minority groups on their view of that performance, was not clear. There does not appear to be awareness of the need to seek that feedback in order to reassess the actual effectiveness of the "whole group approach" to diversity, inclusiveness, and culture. -Post-Interview response to PD questions did not provide more detail on the PD program			61

2.6 INSURANCE			
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.			
Initial Application Review			
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard	
Strengths			Page
The coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors.			63
Concerns/Questions			Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Nothing provided in Attach J Do you intend to have school athletics? If so, when and what kinds and levels?		63
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-The coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors.		Page 63
Concerns/ Questions		Page
- Post-interview response indicated that typically Founders does not provide athletics in sports that produce higher levels of concussions. No football, volleyball, soccer, basketball as these are sports with higher levels of concussion.		63

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-None determined		
Concerns/Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Will not provide transportation. Will charter buses or have parents drive to extracurricular or after school activities. Will Charge Participation fees. In your Section 1.1 Mission/Vision statements (P13) you say your vision is to make a classical education accessible to every family that desires it. In your Section 1.2 Enrollment statements (P17) you stated that making classical education accessible to ED and Black students was part of your goal. How do you plan on doing that if you don't provide transportation services and or charge participation fees? You did not provide a separate answer question 2.7(d) about not providing transportation. Do you have any other plans other than just not doing it?	64	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-None determined		
Concerns/ Questions		Page
Post-interview response only committed to explore option of transportation services on a limited basis. This is not serving all students of Williamson County equally. Post-interview response to the question of how the facility search in Cool Springs, Berry Farms, and Nolensville was going to be helpful and supportive of our ED and Free & Reduced qualifying families since they don't live in those areas, highlighted Founders lack of understanding of the Williamson County needs. - The post-interview response to why transportation services is not being offered to Students with Disabilities with special transportation in their IEPs is concerning as this is a requirement.		64

SECTION 2 – OPERATIONS PLAN AND CAPACITY

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

SECTION 2 – OPERATIONS PLAN AND CAPACITY

-Post-interview response indicates that if full Free or Reduced meals are required then Founders will expect support from the district to ensure meals are provided. This appears to indicate that Founders is not prepared to provide the necessary food services. -Post-interview response to the question of what changes will be made if the facility chosen does not have a kitchen, indicated that students would be required to bring their own lunch. -Post-interview response to what a “<i>designated lunch alternative</i>” is (Atch B, Page 10), is unacceptable treatment of students who for whatever reason cannot pay for a lunch.	

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Shows a Safety official position in the Salary Ranges chart on Page 58, but no more detail of this person’s functions.		58
Concerns/Questions		Page
-66(a) Technology Support: You did not provide any information on Staff or Student technology support plans. Your budgets indicate you will only provide 40 laptop computers for student assessments. That’s 40 laptops for over 1,000 students. Is that your plan? -Atch B (P69) Student Handbook: While your parent/student handbook lists extensive access to on-line resources as beneficial to students, you have a surprising lack of devices. Why the dichotomy? -P66(b): Student Information Management: You provided no information on the SIM system you plan to use. What system do you plan to use? Is it CIPA compliant? School Health & Nursing: Application did not provide any information on Health & Nursing. Budget shows no funds budgeted for Health Services or Coordinated School Health -P58 Salary Ranges chart shows a Safety Official. Who is this and what is this person’s responsibilities? -P66(e) Maintenance: You only state 1-2 custodians. How will facility electrical, HVAC, and plumbing be maintained?		66-67

SECTION 2 – OPERATIONS PLAN AND CAPACITY

- Building Decorum: Your year-1 budget shows \$37K in facilities for Building Decorum. What is Building Decorum?			
Final Application Review			
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard	
Strengths			Page
- Shows a Safety official position in the Salary Ranges chart on Page 58, but no more detail of this person's functions. -Post-interview response indicated the potential to use <i>Skyward</i> as an SIS platform.			58
Concerns/ Questions			Page
-We understand that the Classical approach minimizes the use of technology, but the State of Tennessee requires all assessment testing to be done on-line. Only 40 computers for over 1,000 students does not prepare them for this testing. -Plan to only hire a school nurse if there are over 300 students appears to assume Founders will not accept students with special medical needs. No mention of CSH program. -Post-interview response to level of Maintenance staff is indicative of not knowing what facility they will be using at this time.			66-67

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE			
Characteristics of a strong response: - If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. - There is a clear division of roles between the board and the CMO. - There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. - If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination			
Initial Application Review			
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard	
Strengths			Page
ResponsiveED and Del Rey Education have strong records of performance.			68

SECTION 2 – OPERATIONS PLAN AND CAPACITY

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

2.11 WAIVERS		
Characteristics of a strong response: - Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. - The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
-No waivers requested.		72-73
Concerns/Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

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

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

SECTION 2 – OPERATIONS PLAN AND CAPACITY

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

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: - The leadership team is identified, together with their roles and responsibilities. - As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. - The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. - The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Not Applicable as shown, but extensive reliance of Del Rey and ResponsiveEd networks is clearly presented all through the application.			
Final Application Review			
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard	
Strengths			Page
N/A			
Concerns/ Questions			Page
N/A			

2.14 NETWORK GOVERNANCE			
Characteristics of a strong response: 1) If there is a network board that operates as the main governing body with each school having an advisory committee: ▪ Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. ▪ Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely. ▪ Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. ▪ There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s). 2) If there will be one governing board for all schools at the local level: ▪ Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary). ▪ A copy of the by-laws and organizational chart is included. ▪ There is a clear, thorough plan to transform the board's membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities. ▪ There is a plan in place for board training as required by Tennessee law.			
Initial Application Review			
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard	
Strengths			Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Concerns/Questions			Page
Not Applicable as shown, but extensive reliance of Del Rey and ResponsiveEd networks is clearly presented all through the application.			
Final Application Review			
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard	
Strengths			Page
Concerns/ Questions			Page
N/A			

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS			
Characteristics of a strong response: ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success.			
Initial Application Review			
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard	
Strengths			Page
N/A			
Concerns/Questions			Page
Not Applicable as shown, but extensive reliance of Del Rey and ResponsiveEd networks is clearly presented all through the application.			

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
N/A		
Concerns/ Questions		Page
N/A		

SECTION P CAPACITY
2 OPERATIONS LAN AND

SUMMARY COMMENTS

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

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: -Claims ResponsiveED and Del Rey Education have strong records of performance. Weaknesses/Questions: - Extensive weakness and lack of detail provided. - Facility needs not clearly described. Vague plan for getting a facility ready for school. - Unclear who is actually running the school. - Significant shortfall in funding and planning for numerous operational functions.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: - The initial Board composition appears to have sufficient experience in the fields indicated and commits to annual board training. -Recognizes that facility requirements are the biggest challenge to success at this point. -Claims ResponsiveED and Del Rey Education have strong records of performance. - Post-interview response provided annual audit report for ResponsiveED that shows large facilities portfolio in Texas. - The insurance coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors. - Shows a Safety official position in the Salary Ranges chart on Page 58, but no more detail of this person's functions. -No waivers requested. (If Any) Weaknesses: -Many issues and questions remain unanswered at this time. Most significant issues include the following: - Location and ability to fund the lease and/or construction costs of the facility. Heavily reliance on philanthropy and/or ability to issue bonds as a start-up makes the facilities piece of the plan uncertain.		

SECTION

P

CAPACITY

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

3 – FINANCIAL PLAN AND CAPACITY

3.1 & 3.2 CHARTER SCHOOL FINANCING

SECTION

P

CAPACITY

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

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

Attachment O

Concerns/Questions

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

Attachment N

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

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

Attachment N

Concerns/ Questions

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

Attachment O

3 – FINANCIAL PLAN AND CAPACITY

3.3 NETWORK FINANCIAL PLAN

SECTION

P

CAPACITY

Characteristics of a strong response:

- The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy.
- The applicant provides a complete, realistic, and viable budget for the network (**Attachment P**). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable.
- The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

N/A

Concerns/Questions

Page

N/A

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

N/A

Concerns/ Questions

Page

N/A

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

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

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths: -Anticipates a \$1M gift to get started. -Anticipates a ~\$230K net cashflow after Yr 1.. Weaknesses/Questions: -Yr 2-5 Budget anticipating to find facility for \$20-\$25 per SF. Not realistic based on our efforts last year. - Network budget seems vastly underfunded compared to what WCS does. -No Nurse or School Health or CSH lines in budget. - Yr 1-5 Staff assumptions has \$15K for "Other" staff and Inst Staff of ~\$40K for "Other". What is the "Other" for?		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: -Anticipates a \$1M gift to get started. -Anticipates a ~\$230K net cashflow after Yr 1. (If Any) Weaknesses: -Post-interview responses did not resolve concerns about lack of sufficient start-up funds, particularly for facilities and operation's needs. -Interview responses showed expectation that philanthropy and bond issues will solve funding shortfalls. But no source of such philanthropy was identified. - As in Sections 2.12-2.15, no network plan is presented although Founders will clearly depend on the ResponsiveED and Del Rey Education networks for significant portions of starting and running this school. No response was provided to our specific question about this, so we have no detailed information to evaluate.		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE

Characteristics of a strong response:

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

Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

-No data provided.

Concerns/Questions

Page

-No data provided.

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

-No data provided.

Concerns/ Questions

Page

-No data provided.



Department of
Education

Charter Schools

TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

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

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

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

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

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

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

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

Guidance for Reviewers:

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

Strengths of the academic plan

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

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

Weaknesses of the academic plan

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

Strengths of the operations plan

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

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

Weaknesses of the operations plan

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

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

Strengths of the financial plan

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

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

Weaknesses of the financial plan

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

Instructions for Reviewers:

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

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.11 - Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.15 - Financial Plan and Capacity: 3.1 through 3.3 - Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.12 through 2.15 - Financial Plan and Capacity: 3.1, through 3.3 - Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) - Financial Plan and Capacity: 3.1 and 3.2 - Portfolio Review and Performance Record: 4.1

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

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

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

Evaluator Name: Juli L. Oyer

Proposed School Name: Founders Classical Academy

Application includes an Executive Summary.

Yes **X**

No

☐

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The commitment to Classical education is evidenced throughout these sections. It is clear they, through Responsive ED, have experience providing classical education to thousands of students in other states. It is stated they will be providing a service in WCS that cannot be met other than through private schools that require tuition.		Page 11-15
Concerns/Questions		Page
There is ill-defined language throughout this section. Examples are “moral character”, “justice”, “happiness”. There is not clarity on how these are lacking in WCS. Throughout the application, and therefore specific to this section, I do not have clarity about the specific role Responsive Ed and Del Rey will provide to the Tennessee school.		Pages 11-15
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The commitment to Classical education is evidenced throughout these sections. It is clear they, through Responsive ED, have experience providing classical education to thousands of students in other states. It is stated they will be providing a service in WCS that cannot be met other than through private schools that require tuition.		Pages 11-15
Concerns/Questions		Page
There is not clarity regarding the need that Founders is filling in the WCS community. Despite additional questions and interview time to address the limitations above, additional information was not provide to create clarity.		Pages 11-15

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY



Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

There is a plan for growth from K-8 to K-12 over several years.

Page 17

Concerns/Questions

Page

It is unclear how the community was chosen and the distinct area of service that will be provided to Williamson County families. There does not appear to be clarity on a site being located. As it relates to location—while there is not an established place, they have identified geographical locations in the county. Those locations do not correlate with their desire to provide services to those who are economically challenged. Additionally, there is discrepancy in student enrollment projections in this section and in the budget presented by the applicant.

Pages

16-18

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

There is a plan for growth from K-8 to K-12 over several years.

Page 16

Concerns/Questions

Page

It is unclear how the community was chosen and the distinct area of service that will be provided to Williamson County families. There does not appear to be clarity on a site being located. As it relates to location—while there is not an established place, they have identified geographical locations in the county. Those locations do not correlate with their desire to provide services to those who are economically challenged. Additionally, there is discrepancy in student enrollment projections in this section and in the budget presented by the applicant.

Pages

16-18

Discussion in the interview process and subsequent answers provided by the applicant did little to address the above concerns. There was discussion of addressing the need of robust growth in the county—however WCS has clear projections of this growth and strategic response to that growth. Additionally, the population that the school will serve will do little to provided benefit to the growth in WCS.

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There is alignment to the mission and vision. There is some discussion of specific curriculum—both in the application and interviews.		Page 18
Concerns/Questions		Page
Tennessee has specific state standards that all curricula must be aligned to. There is not clarity if the curriculum that will be used is aligned to those standards. There is much discussion of other states (Arkansas and Texas) but not to Tennessee. This concern carries through to assessments as well. Additionally, there is not clarity related to students who are not meeting academic standards—no clear plan for RTI or simply to generally address students who are struggling.		Pages 19-24
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There is alignment to the mission and vision. There is some discussion of specific curriculum—both in the application and interviews.		Page 18
Concerns/Questions		Page
Tennessee has specific state standards that all curricula must be aligned to. There is not clarity if the curriculum that will be used is aligned to those standards. There is much discussion of other states (Arkansas and Texas) but not to Tennessee. This concern carries through to assessments as well. Additionally, there is not clarity related to students who are not meeting academic standards—no clear plan for RTI (it is limited in another section) or simply to generally address students who are struggling. Neither the interview nor post-interview answers provided clarity of the above concerns. There was discussion that there was an intention to create the alignment to TN standards, but the specifics of this intention were lacking.		Pages 18-25

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The application provides robust goals to achieve as it relates to academic performance. There is presentation of attendance expectation and possible remediation options (Saturday school).		Pages 25-28
Concerns/Questions		Page
While the goals presented are understandable and offer much to reach for, the baseline is not clearly presented and therefore the ability to measure the goals is lacking. The lack of clarity in this area is concerning. The data provided is appears to be based on Responsive ED's other schools but, again, does not appear connected to TN.		Pages 25-28
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The application provides robust goals to achieve as it relates to academic performance. There is presentation of attendance expectation and possible remediation options (Saturday school).		Pages 25-28

Concerns/Questions	Page
While the goals presented are understandable and offer much to reach for, the baseline is not clearly presented and therefore the ability to measure the goals is lacking. The lack of clarity in this area is concerning. The data provided is appears to be based on Responsive ED's other schools but, again, does not appear connected to TN. There was continued lack of clarity both in the interview and post interview opportunities. The lack of connection to TN and/or Williamson County is of concern.	Pages 25-28

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Not applicable.		
Concerns/Questions		Page
Not applicable.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Not applicable.	
Concerns/Questions	Page
Not applicable.	

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

The plan to provide Advanced Placement courses is a strength.

Page 29

Concerns/Questions

Page

The graduation requirements presented in the application do not align with TN graduation requirements. This concern continues with the lack of alignment to college entrance requirements. This is related to Wellness, math offerings and social studies offerings.

Pages 29-31

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

The plan to provided Advanced Placement courses is a strength. (Although no offerings beyond math and science.)	Not applicable.
Concerns/Questions	Page
The graduation requirements presented in the application do not align with TN graduation requirements. This concern continues with the lack of alignment to college entrance requirements. This is related to Wellness, math offerings and social studies offerings. When provided an opportunity in both the interview and post-interview responses, limited clarity was provided to assist in addressing the concerns. While there was additional information provided, it was lacking. There continued to be deficiency related to the alignment of TN graduation requirements.	Pages 29-31

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
There were not strengths noted in this section.		
Concerns/Questions	Page	
There continues to be concern about alignment to TN academic standards. Based on this, there is not clarity about the assessments that will be provided and their specific alignment to TN expectations. The plan is lacking overall and appears to put significant onus on the out-of-state team rather than the WCS campus.	Page 32	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
There were not strengths noted in this section.		
Concerns/Questions	Page	
There continues to be concern about alignment to TN academic standards. Based on this, there is not clarity about the assessments that will be provided and their specific alignment to TN expectations. The plan is lacking overall and appears to put significant onus on the out-of-state team rather than the WCS campus. The written response provided did attempt to provide clarity on how alignment and assessment training would occur, however without consistent alignment of curriculum, it is challenging to give credence to the assessment plan at this time.	Page 33	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programing is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There are intervention plans for after school and Saturday school support for students in need.		Page 35
Concerns/Questions		Page
The application did not provide a detailed schedule as required. There does not appear to be an expectation of summer attendance for targeted students as required by TDOE. The requirement of 180 days in school is not met.		Page 35
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There are intervention plans for after school and Saturday school support for students in need.		Page 35
Concerns/Questions		Page
The application did not provide a detailed schedule as required. There does not appear to be an expectation of summer attendance for targeted students as required by TDOE. The requirement of 180 days in school is not met. The responses provided by the applicant were limited in addressing all concerns. While there were answers provided, the answers created additional questions related to a variety of schedules provided, specific unknown terms and lack of clarity in the summer school concern.		Page 35

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There does appear to be a process to identify students with a variety of specific learning needs (English Language, IEP, 504). There was discussion of addressing students identified as gifted.		Page 36
Concerns/Questions		Page
Staffing to support students (identified and at-risk) is lacking. The services that will be provided lack detail including specific assessment plans such as psycho-educational assessment and reevaluations. There is no specific detail provided related to students who have IEPs based on giftedness.		Pages 36-39
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There does appear to be a process to identify students with a variety of specific learning needs (English Language, IEP, 504). There was discussion of addressing students identified as gifted.		
Concerns/Questions		Page
Staffing to support students (identified and at-risk) is lacking. The services that will be provided lack detail including specific assessment plans such as psycho-educational assessment and reevaluations. There is no specific detail provided related to students who have IEPs based on giftedness. Follow-up opportunities provided limited clarity and offered additional concerns such as using scaffolding for gifted students. There is not recognition that students in TN are served with IEPs when identified as gifted. While staffing for assessment was mentioned, there is continued confusion around who will be providing assessments and services.		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
There is clarity of vision. There is clarity in developing and sustaining a school culture.		Page 41
Concerns/Questions		Page
The handbook provided in that of another state. There are specific expectations in the state of TN related to schools and the applicant could have worked toward providing some of those elements rather than simply providing one from a previous educational setting in another state. Based on this, it cannot be determined if the handbook meets the expectations of this section.		Page 42
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
There is clarity of vision. There is clarity in developing and sustaining a school culture.		Page 41
Concerns/Questions		Page
The handbook provided in that of another state. There are specific expectations in the state of TN related to schools and the applicant could have worked toward providing some of those elements rather than simply providing one from a previous educational setting in another state. Based on this, it cannot be determined if the handbook meets the expectations of this section. During the interview process, the applicant stated their legal team would work on the TN handbook and asked for suggestions of items that were not aligned with the handbook provided. There was nothing additional provided for review.		Page 42

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
There is a plan provided for recruitment and enrollment.		Pages 42-44
Concerns/Questions		Page
The applicant does not adequately demonstrate a plan to recruit students beyond word of mouth. It is not clear how they will meet this across the entire school district. There is concern about them providing access to a diverse population of students across WCS.		Pages 42-44
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
There is a plan provided for recruitment and enrollment.		Pages 42-44
Concerns/Questions		Page
The applicant does not adequately demonstrate a plan to recruit students beyond word of mouth. It is not clear how they will meet this across the entire school district. There is concern about them providing access to a diverse population of students across WCS. No additional information or documentation was provided to enhance the plan in recruitment and enrollment.		Pages 42-44

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There is mention of an organization that will provide engagement of parents and community stakeholders.		Page 46
Concerns/Questions		Page
There is abundant weight offered to the thoughts of Del Rey rather than specifics related to the Williamson County community. There does not appear to be any community feedback from Williamson County. There is no Attachment E.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		
There is mention of an organization that will provide engagement of parents and community stakeholders.		
Concerns/Questions		
There is abundant weight offered to the thoughts of Del Rey rather than specifics related to the Williamson County community. There does not appear to be any community feedback from Williamson County. There is no Attachment E.		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

SUMMARY COMMENTS

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

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: There is obvious commitment to the classical approach to education. There appears to be strong commitment to consistency across the organization (Responsive Ed). Both the application and interviews demonstrate a clear passion for this approach and organization. Weaknesses/Questions: It is of grave concern that there does not appear to be alignment to the TN requirements across several areas including curriculum, assessment, and discipline. While this may be due to the incomplete nature of the application, it does not allow the reviewer to review the specifics that will occur in Williamson County. Additional information was needed to provide sufficient clarity of the Tennessee/Williamson County program.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: There is obvious commitment to the classical approach to education. There appears to be strong commitment to consistency across the organization (Responsive Ed). Both the application and interviews demonstrate a clear passion for this approach and organization. Weaknesses/Questions: It is of grave concern that there does not appear to be alignment to the TN requirements across several areas including curriculum, assessment, and discipline. While this may be due to the incomplete nature of the application, it does not allow the reviewer to review the specifics that will occur in Williamson County. Additional information was needed to provide sufficient clarity of the Tennessee/Williamson County program.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The Board members provided appear to have experience in the fields indicated and appear, based on information provided, professional ability to give expertise in the fields. Additionally, the Board has committed to annual training which demonstrates high expectations of all involved in the organization.		Page 50
Concerns/ Questions		Page
There is concern that, while there are thorough bylaws provided, the non-discrimination does not include sexual preference as a non-discriminatory preference. In a community as diverse as Williamson County, there is question about this item missing. There is curiosity about the reasoning or rationale related to board members not having to live in Williamson County. It seems students from outside WCS will have the opportunity to attend Founders—additional information is needed in this area.		Pages 49-50
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The Board members provided appear to have experience in the fields indicated and appear, based on information provided, professional ability to give expertise in the fields. Additionally, the Board has committed to annual training which demonstrates high expectations of all involved in the organization.		Page 50
Concerns/ Questions		Page
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While additional information was provided during the interview process and in additional answers provided by the applicant, questions continue to linger related to the concerns and questions above.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted in this section.		
Concerns/Questions		Page
There was not a clear plan for finding a location. The sites listed in the application and in the interviews appear to be lacking in the ability to provide adequate facilities including athletic opportunities and playgrounds. Potential challenges are not adequately addressed in this section.		Page 50-52
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted in this section.		
Concerns/ Questions		Page
There was not a clear plan for finding a location. The sites listed in the application and in the interviews appear to be lacking in the ability to provide adequate facilities including athletic opportunities and playgrounds. Potential challenges are not adequately addressed in this section. Nothing further was provided in interview or post-interview responses that provided clarity. It is clear the applicant is in communication with community members about location but with limited information it is a challenge to review adequately to address the rubric.		Page 50-52

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.3 FACILITIES		
Characteristics of a strong response: ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There is no question the organization has experience and potentially expertise in finding adequate space for school facilities in other locations outside of Tennessee.		Pages 53-54
Concerns/Questions		Page
The sites provided leave significant questions lingering regarding having facilities. While there is information provided regarding negotiations for “suitable facilities” the information does not provide adequate information related to the facilities and the necessary amenities such as playground space. There appears to be confusion between the initial space offered for facilities and the growth expected in the program as evidenced by discrepancy in the application in the budget and the text. There does not appear to be a designer, or a design planned for. The short time limit between finding a facility, securing a designer and/or design, and opening of the school appears to be of significant challenge		Pages 53-54
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There is no question the organization has experience and potentially expertise in finding adequate space for school facilities in other locations outside of Tennessee.		Pages 53-54
Concerns/ Questions		Page
The sites provided leave significant questions lingering regarding having facilities. While there is information provided regarding negotiations for “suitable facilities” the information does not provide adequate information related to the facilities and the necessary amenities such as playground space. There appears to be confusion between the initial space offered for facilities and the growth expected in the program as evidenced by discrepancy in the application in the budget and the text. There does not appear to be a designer, or a design planned for. The short time limit between finding a facility, securing a designer and/or design, and opening of the school appears to be of significant challenge. Additional information was not provided to provide sufficient clarity.		Pages 53-54

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL		
Characteristics of a strong response: ▪ The school's organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
There were no strengths to note in this section.		
Concerns/Questions	Page	
Attachment G not provided. It is concerning that a simply draft or template of this cannot be provided with the application. There is not clarity of exactly who will be engaged in the local operations of the TN school site. While there is acknowledgement of the challenges with recruitment and hiring, there is not a sufficient plan to address this specific issue.	Pages 56-59	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
There were no strengths to note in this section.		
Concerns/ Questions	Page	
Attachment G not provided. It is concerning that a simply draft or template of this cannot be provided with the application. There is not clarity of exactly who will be engaged in the local operations of the TN school site. While there is acknowledgement of the challenges with recruitment and hiring, there is not a sufficient plan to address this specific issue. There was not enough specificity in the follow-up documentation to adequately address the above mentioned concerns.	Pages 56-59	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There is time provided to offer faculty and staff professional development.		Page 60
Concerns/Questions		Page
There is concern that Responsive ED will handle all professional learning. Will there be training prior to the opening of the school by in-state/in-building personnel? There does not appear to be a plan for such nor is there a budget to provide. Will the provider be the same throughout the school year? There is quite a bit lacking in a sufficient plan for this arena—especially considering educators may need to be training in the Classical model.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There is time provided to offer faculty and staff professional development.		Page 60
Concerns/ Questions		Page
There is concern that Responsive ED will handle all professional learning. Will there be training prior to the opening of the school by in-state/in-building personnel? There does not appear to be a plan for such nor is there a budget to provide. Will the provider be the same throughout the school year? There is quite a bit lacking in a sufficient plan for this arena—especially considering educators may need to be training in the Classical model. Additional information was not provided to adequately address the concerns.		Pages 60-62

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.6 INSURANCE		
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted in this section.		
Concerns/Questions		Page
There is no Attachment J provided.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted in this section.		
Concerns/ Questions		Page
There is no Attachment J provided.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted in this section.		
Concerns/Questions		Page
There is concern that the school will not provide any transportation for the academic school day. There is a clear focus on serving students who cannot afford private education or who are economically disadvantaged. This appears to be a disconnect. Additionally, the cost for students to participate in extracurriculars through driving themselves or charter busses appears to be a limitation.		Page 64
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths noted in this section.		
Concerns/ Questions		Page
There is concern that the school will not provide any transportation for the academic school day. There is a clear focus on serving students who cannot afford private education or who are economically disadvantaged. This appears to be a disconnect. Additionally, the cost for students to participate in extracurriculars through driving themselves or charter busses appears to be a limitation. Follow- up provided nothing additional.		Page 64

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The name of a food service provider is present in the application which demonstrates some familiarity with possible vendors.		Page 65
Concerns/Questions		Page
There is not clarity related to the budget implications, renovations of facilities should the location not provide kitchen facility, the staffing implications on providing food services nor a clear plan for students who qualify for free and reduced lunch.		Page 65
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The name of a food service provider is present in the application which demonstrates some familiarity with possible vendors.		Page 65
Concerns/ Questions		Page
There is not clarity related to the budget implications, renovations of facilities should the location not provide kitchen facility, the staffing implications on providing food services nor a clear plan for students who qualify for free and reduced lunch. The follow-up communication did not sufficiently address the concerns listed.		Page 65

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were not any strengths noted in this section.		
Concerns/Questions		Page
The application is significantly lacking in its addressing of technology and technology support in the school. While there is discussion of 40 computers, there is not presentation of information of how they will be used. Additionally, there is not discussion of teacher instructional technology in the classrooms. School health and nursing are not addressed. There does not appear to be acknowledgement of basic facility needs beyond custodial work.		Page 67
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were not any strengths noted in this section.		
Concerns/ Questions		Page
The application is significantly lacking in its addressing of technology and technology support in the school. While there is discussion of 40 computers, there is not presentation of information of how they will be used. Additionally, there is not discussion of teacher instructional technology in the classrooms. School health and nursing are not addressed. There does not appear to be acknowledgement of basic facility needs beyond custodial work. While the interview reminded the reviewer that Classical education provides limited technology, there are basic expectations per TDOE that require access to technology. The nursing topic was address in the interview.		Page 67

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE		
Characteristics of a strong response: - If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. - There is a clear division of roles between the board and the CMO. - There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. - If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
There is clear evidence of relationship with Del Ray and Responsive Ed.		
Concerns/Questions		Page
Concerns continue to present themselves related to the distinct roles and responsibilities of the CMO personnel and site-specific personnel. Who is in charge of the day-to-day managerial, operational, and instructional actions required at the TN campus?		
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
There is clear evidence of relationship with Del Ray and Responsive Ed.		
Concerns/ Questions		Page
Concerns continue to present themselves related to the distinct roles and responsibilities of the CMO personnel and site-specific personnel. Who is in charge of the day-to-day managerial, operational, and instructional actions required at the TN campus?		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The applicant does not cite any requested waivers.		Page 72
Concerns/Questions		Page
There is no waiver to the TN state standards nor is there any connection to the alignment throughout the application to those standards.		Page 72
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicant does not cite any requested waivers.		Page 72
Concerns/ Questions		Page
There is no waiver to the TN state standards nor is there any connection to the alignment throughout the application to those standards. Follow up information states no waivers will be needed; however, Core Knowledge is not an adopted, reviewed curriculum. Therefore, a waiver will need to be requested.		Page 72

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
None noted.		
Concerns/Questions		Page
This section is blank and attachment L is not included.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
None noted.		
Concerns/ Questions		Page
This section is blank and attachment L is not included. Opportunity was provided to answer to the absences of documentation for this section through 2.15 and none was provided. It is obvious Del Ray and Responsive Ed are critical components of the programming, but no information was provided.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: ▪ The leadership team is identified, together with their roles and responsibilities. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
None noted.		
Concerns/Questions		Page
This section is blank and attachment M is not provided.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
None noted.		
Concerns/ Questions		Page
This section is blank and attachment L is not included. Opportunity was provided to answer to the absences of documentation for this section through 2.15 and none was provided. It is obvious Del Ray and Responsive Ed are critical components of the programming, but no information was provided.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.14 NETWORK GOVERNANCE		
Characteristics of a strong response: 1) If there is a network board that operates as the main governing body with each school having an advisory committee: ▪ Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. ▪ Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely. ▪ Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. ▪ There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s). 2) If there will be one governing board for all schools at the local level: ▪ Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary). ▪ A copy of the by-laws and organizational chart is included. ▪ There is a clear, thorough plan to transform the board's membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities. ▪ There is a plan in place for board training as required by Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None noted.		
Concerns/Questions		Page
Not provided		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None noted.		
Concerns/ Questions		Page
This section is blank and attachment L is not included. Opportunity was provided to answer to the absences of documentation for this section through 2.15 and none was provided. It is obvious Del Ray and Responsive Ed are critical components of the programming, but no information was provided.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response: ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None noted.		
Concerns/Questions		Page
Section is blank.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None noted.		
Concerns/ Questions		Page
This section is blank and attachment L is not included. Opportunity was provided to answer to the absences of documentation for this section and none was provided. It is obvious Del Ray and Responsive Ed are critical components of the programming, but no information was provided.		

SUMMARY COMMENTS

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

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: There is experience from the CMO. The Board provides experience and possible expertise.		
Weaknesses/Questions: Significant questions are present including but not limited to facility location and services the facility will be able to provide, technology plan, food service, transportation, special education services, lack of waivers and general understanding of TDOE expectations for school programming requirements.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: There is experience from the CMO. The Board provides experience and possible expertise.		
(If Any) Weaknesses: Significant questions are present including but not limited to facility location and services the facility will be able to provide, technology plan, food service, transportation, special education services, lack of waivers and general understanding of TDOE expectations for school programming requirements. When given the opportunity to provide resources and answers to the abovementioned concerns, clarity was not provided. Based on this there continues to be significant concern in many areas.		

3 – FINANCIAL PLAN AND

3.1 & 3.2 CHARTER SCHOOL FINANCING

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☒ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

The application appears to be complete and offers initial broad strokes to the information needed on this rubric.

Concerns/Questions

Page

Overall, there is a greater need for additional detail to have better holistic understanding of the financial elements of the school. The budget itself is lacking. There is a need for detailed FTE count rather than just the dollar amount. Additional information is needed related to Responsive Ed. Questions linger about their financial health, what local operations will look like since they are out of state, and their overall fiscal relationship to the Tennessee school. Many things appear to be outsourced and those that provide monetary numbers seem low. Are they a new start applicant?

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

SECTION P CAPACITY

The application appears to be complete and offers initial broad strokes to the information needed on this rubric.	
Concerns/ Questions	Page
There continue to be a significant number of concerns and/or lingering questions related to the application. The budget worksheet is not comprehensive in attachment N. The procedures, policies, systems and process for accounting, payroll, and audits is lacking because it does not provide all information needed to make an informed decision. Information provided is more related to their partnership with Responsive Ed rather than their own specific charter. There are not sound criteria and/or procedures in selecting contractors for admin services. There does not appear to be evidence of financial expertise among internal and external team members. The startup and five-year operating budgets do not appear complete—they are lacking specificity and detail. There continues to be a need for a detailed description of their capital expenses. If the assumption notes were completed throughout the budget, it would be helpful and would potentially answer many lingering questions. Budget narrative (attachment O) has percentages that do not add up. The applicant does not fully support the revenue and cost assumptions. While there is additional information about Responsive Ed., not all lingering questions have been answered. This application was submitted by a startup applicant. It is a startup for WCS even though the entity may have schools in other states. The application for us is a startup for Tennessee.	

3 – FINANCIAL LAN AND

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

SECTION

P

CAPACITY

Final Application Review			
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard	
Strengths			Page
None noted.			
Concerns/ Questions			Page

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

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

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths: The application was mostly complete in this area of review. There was an attempt to answer lingering questions both through the interview and follow-up answers portions of the application process. Weaknesses/Questions: The overall clarity of the financial plan is lacking in both detail, accuracy, and depth of information provided. There is hope that additional information provided by the applicant will be of benefit to the application process.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The application was mostly complete in this area of review. (If Any) Weaknesses: The overall reply to the specific questions Founders was asked continued to be limited at best and, in general, deficient at meeting the standards we were hoping to receive in order to have better financial understanding. In addition to limited detail provided in the answers, there continued to be inconsistencies between specific areas such as salary, FTEs, and overall calculations in expenses. We continue to not have clarity around the availability of funds from Responsive Ed. Many of the answers appear to be based on the facility where the school will be housed which would make a difference in the overall budget because it would increase revenue—the larger the school, the greater the enrollment resulting in greater revenue. Overall, there is not consistent detail provided that offers clarity about the budget that will be used in year one and/or beyond.		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE		
Characteristics of a strong response: ▪ Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator's schools are high performing and successful (Attachment Q). ▪ Graduation rates are indicative of highly successful strategies (if applicable). ▪ Applicant selects one or more of the organization's consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome. ▪ Applicant selects one or more of the organization's low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable). ▪ If the school is operating under another authorizer, the school's performance report or authorizer evaluation (Attachment R) is favorable. ▪ Latest audit (Attachment S) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law. ▪ The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, Attachment T).		
Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/Questions	Page	
No information provided for this section.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	
No information provided for this section.		



Department of
Education

Charter Schools

TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

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

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

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

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

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

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

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

Guidance for Reviewers:

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

Strengths of the academic plan

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

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

Weaknesses of the academic plan

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

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

Strengths of the operations plan

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

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

Weaknesses of the operations plan

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

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

Strengths of the financial plan

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

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

Weaknesses of the financial plan

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

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

Instructions for Reviewers:

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

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	• Academic Plan Design and Capacity: 1.1 through 1.12 • Operations Plan and Capacity: 2.1 through 2.11 • Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	• Academic Plan Design and Capacity: 1.1 through 1.12 • Operations Plan and Capacity: 2.1 through 2.15 • Financial Plan and Capacity: 3.1 through 3.3 • Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	• • Submit original application • Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 • Operations Plan and Capacity: 2.12 through 2.15 • Financial Plan and Capacity: 3.1, through 3.3 • Portfolio Review and Performance Record: 4.1

4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	• Submit original application • Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 • Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) • Financial Plan and Capacity: 3.1 and 3.2 • Portfolio Review and Performance Record: 4.1

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

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

Evaluator Name: Vickie Robbins

Proposed School Name: Founders Classical Academy K-12

Application includes an Executive Summary.

Yes ☐

No ☐

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The vision of the schools is to make classical education accessible to every family that desires it. The application describes the vision of instructional program clearly. A strong connection to three of the six purposes of charter schools as found in the T.C.A. The three purposes which provide a good connection are 3,5 and 6.		p.13
Concerns/Questions		Page
The mission does not seem measurable, lacking information on how they will close the achievement gap between high and low students. Is the main purpose of the school to provide a tuition free option for parents?		p.13
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The vision of the schools is to make classical education accessible to every family that desires it. The application describes the vision of instructional program clearly. A strong connection to three of the six purposes of charter schools as found in the T.C.A. The three purposes which provide a good connection are 3,5 and 6. p.13		p. 13
Concerns/Questions		Page
The mission does not seem measurable, lacking information on how they will close the achievement gap between high and low students.		p.13

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ☐ ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ☐ ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ☐ ▪ For existing operators, the use of different enrollment practices is clearly explained. ☐		
Initial Application Review		
☐ Meets or Exceeds Standard	X ☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The school will incorporate Latin into curriculum and develop the whole child including principals of moral character and civic virtue.		17
Concerns/Questions		Page
It seems that the intention of the school and selecting the community is based on high growth population and not meeting any academic need. The enrollment summary does not include race, which is mentioned section (c) and (e).		17,18
Final Application Review		
☐ Meets or Exceeds Standard	X ☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The school will incorporate Latin into curriculum and develop the whole child including principals of moral character and civic virtue.		17
Concerns/Questions		Page
It seems that the intention of the school and selecting the community is based on high growth population and not meeting any academic need. The enrollment summary does not include race, which is mentioned section (c) and (e).		17,18

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: ▪ The school's academic focus aligns with the school's mission and vision.□ ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus.□ ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards.□ ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment.□ ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance.□ ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.□		
Initial Application Review		
□ Meets or Exceeds Standard	□ Partially Meets Standard	X□ Does Not Meet Standard
Strengths		Page
Aligns with mission and vision and plan is research based. Latin is incorporated into curriculum starting in 3rd grade. It also states that it will have AP courses and dual enrollment. The academic focus clearly aligns with the school's mission and vision.		19-21
Concerns/Questions		Page
Do not see alignment with TN State Academic Standards, the application stated this will be done but no evidence was shown. The plan did not address science education at all in section c. The plan is not detailed enough to show how they will remediate students' academic under performance. A clear path for math instructions just wasn't detailed enough.		p. 20
Final Application Review		
□ Meets or Exceeds Standard	□ Partially Meets Standard	X□ Does Not Meet Standard
Strengths		Page
Aligns with mission and vision and plan is research based. Latin is incorporated into curriculum starting in 3rd grade. It also states that it will have AP courses and dual enrollment. The academic focus clearly aligns with the school's mission and vision.		19-21
Concerns/Questions		Page
Do not see alignment with TN State Academic Standards, the application stated this will be done but no evidence was shown. The plan did not address science education at all in section c. The plan is not detailed enough to show how they will remediate students' academic under performance. A clear path for math instructions just wasn't detailed enough.		20

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ☐ ▪ Academic goals support the mission and vision of the school. ☐ ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ☐ ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ☐ ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ☐ ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined. ☐		
Initial Application Review		
☐ Meets or Exceeds Standard	X ☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The student's attendance goals are realistic and plans to ensure attendance are documented. The school places emphasis on daily attendance levels, with participation in other activities and sports tied to attendance. The school also offers after school make up times and may be required if chronic absenteeism is observed.		26
Concerns/Questions		Page
RTI does not align with TN guidelines, need more detail about Responsive Ed work in this area. The baseline for goals for student achievement, that data is low for this county. Where did that information come from? Did not note any goals on student achievement for Grades 4-12.		25
Final Application Review		
☐ Meets or Exceeds Standard	X ☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The student's attendance goals are realistic and plans to ensure attendance are documented. The school places emphasis on daily attendance levels, with participation in other activities and sports tied to attendance. The school also offers after school make up times and may be required if chronic absenteeism is observed.		26
Concerns/Questions		Page
RTI does not align with TN guidelines, need more detail about Responsive Ed work in this area. The baseline for goals for student achievement, that data is low for this county. Where did that information come from? Did not note any goals on student achievement for Grades 4-12.		25

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ☐ ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ☐ ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ☐ ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ☐ ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff. ☐		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
N/A		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements. □ ▪ The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities. □ ▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements. □		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application describes how the school's graduation requirements and resources will ensure students are ready for college or other post-secondary opportunities.		30
Concerns/Questions		Page
How does course requirements meet state of TN graduation requirements The application left off Algebra II state requirement, giving 2 credits over two-year, state only allows if a student has an IEP. The application was missing the health and wellness program. The application did not explain how to calculate GPA.		29
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application describes how the school's graduation requirements and resources will ensure students are ready for college or other post-secondary opportunities.		30
Concerns/Questions		Page
How does course requirements meet state of TN graduation requirements The application left off Algebra II state requirement, giving 2 credits over two-year, state only allows if a student has an IEP. The application was missing the health and wellness program. The application did not explain how to calculate GPA.		29

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ☐ ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders. ☐		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I found no noted strengths in this section of the application.		
Concerns/Questions		Page
How will Founders ensure that all assessment is aligned with TN state Standards? Process for analyzing data need to know which platform will be used and lacked detail to train teachers to analyze standards.		32
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I found no noted strengths in this section of the application.		
Concerns/Questions		Page
How will Founders ensure that all assessment is aligned with TN state Standards? Process for analyzing data need to know which platform will be used and lacked detail to train teachers to analyze standards.		32

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ☐ ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ☐ ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programing is reasonable. ☐		
Initial Application Review		
☐ Meets or Exceeds Standard	X ☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The annual calendar was attached.		ATT A
Concerns/Questions		Page
The student's detail daily schedule by grade was missing. It did not include the number of instructional hours and minutes a day for the core subjects. (it was provided after interview but did not answer questions or align with state standards. They stated that academic tutoring would be provided daily to student, but not a fixed time for tutoring or money for extra hours was not included in the budget. The application did not include how Saturday school would be funded.		34-35
Final Application Review		
☐ Meets or Exceeds Standard	X ☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The annual calendar was attached.		ATT A
Concerns/Questions		Page
The student's detail daily schedule by grade was missing. It did not include the number of instructional hours and minutes a day for the core subjects. (it was provided after interview but did not answer questions or align with state standards. They stated that academic tutoring would be provided daily to student, but not a fixed time for tutoring or money for extra hours was not included in the budget. The application did not include how Saturday school would be funded.		34-35

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: ▪ The leadership team has strong experience working with special populations. ☐ ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ☐ ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ☐ ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ☐ ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students. ☐		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
The application does describe Identification process and how the IEP team will work closely with parents. Founders did include a plan for ELL students and to help those students achieve consistent learning gains with their peers.		38-39
Concerns/Questions		Page
The plan did not address who would be doing the evaluations or re-evaluations? The plan did not detail how they will serve gifted students? The plan did not detail how students will exit from services from students with disabilities		39
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
The application does describe Identification process and how the IEP team will work closely with parents. Founders did include a plan for ELL students and to help those students achieve consistent learning gains with their peers.		38-39
Concerns/Questions The plan did not address who would be doing the evaluations or re-evaluations? The plan did not detail how they will serve gifted students? The plan did not detail how students will exit from services from students with disabilities		39

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE

Characteristics of a strong response:

- The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. □
- The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. □
- The Student Handbook (**Attachment B**) □ includes relevant, comprehensive, and legally sound policies. □
- The student discipline policy (**Attachment C**) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights. □

Initial Application Review

☐ Meets or Exceeds Standard

X ☒ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

The applicant vision of culture was clear and one of high standards and academic excellence, along with virtue and civility.

41

Concerns/Questions

Page

The handbook that was attached referred to TEXAS laws throughout and need to be aligned to TENN. The applicant described in the Handbook, that Saturday schools was for discipline but in the 1.8 section it was stated that it was for academic intervention. The applicant handbook was focused more on secondary and not as relevant to elementary. What happens when a student is expelled from a Charter School?

Attachment B-C

Final Application Review

☐ Meets or Exceeds Standard

X ☒ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

The applicant vision of culture was clear and one of high standards and academic excellence, along with virtue and civility.

41

Concerns/Questions

Page

The handbook that was attached referred to TEXAS laws throughout and need to be aligned to TENN. The applicant described in the Handbook, that Saturday schools was for discipline but in the 1.8 section it was stated that it was for academic intervention. The applicant handbook was focused more on secondary and not as relevant to elementary. Please align and update the handbook to TN so we can evaluate per the rubric.

Attachment B-C

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ☐ ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ☐ ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners. ☐		
Initial Application Review		
☐ Meets or Exceeds Standard	X ☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The applicant enrollment policy is strong and complies with state law.		43 Attachment D
Concerns/Questions		Page
Are Davidson County Schools allowed to be in this charter? What about FSSD? The plan for equal opportunity to attend the school seems lacking in the areas of academically low achieving students, students with disabilities, families in poverty. It seems the school wants to reach students who want an environment emphasizing the higher standards of math, reading, history, science, and the fine arts, and to pull students from higher growth area schools.		44
Final Application Review		
☐ Meets or Exceeds Standard	X ☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The applicant enrollment policy is strong and complies with state law.		43 Attachment D
Concerns/Questions		Page
The plan for equal opportunity to attend the school seems lacking in the areas of academically low achieving students, students with disabilities, families in poverty. It seems the school wants to reach students who want an environment emphasizing the higher standards of math, reading, history, science, and the fine arts, and to pull students from higher growth area schools.		44

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I found no noted strengths in this section of the application.		
Concerns/Questions		Page
The application did not have any evidence of support from community or letters of support or contracts with community partners		46
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		
I found no noted strengths in this section of the application.		
Concerns/Questions		
The application did not have any evidence of support from community or letters of support or contracts with community partners		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

SUMMARY COMMENTS

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

Summary Rating for Entire Academic Plan Design and Capacity

Initial Application Review

☐ Meets or Exceeds Standard

☒ **Partially Meets Standard**

☐ Does Not Meet Standard

Strengths:

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

Weaknesses/Questions:

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

Final Application Review

☐ Meets or Exceeds Standard

☒ **Partially Meets Standard**

☐ Does Not Meet Standard

Strengths:

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

(If Any) Weaknesses:

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

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ☐ ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ☐ ▪ The applicant provides for initial and ongoing board training as required by law. ☐ ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ☐ ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies. ☐		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	x ☐ Does Not Meet Standard
Strengths		Page
The proposed board structure appears to have sufficient experience in the fields indicated above and they do commit to annual trainings and transparency, ethics, and fiscal responsibility.		49
		Page
What are the standards for academic results that the board will evaluate the school on? The qualifications of board members, mention they fact they do not have to reside in Williamson County. The parent representative should reside in Williamson County, why would these differ?		49-50
Final Application Review		
☐ Meets or Exceeds Standard	X ☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The proposed board structure appears to have sufficient experience in the fields indicated above and they do commit to annual trainings and transparency, ethics, and fiscal responsibility		49
Concerns/ Questions		Page
What are the standards for academic results that the board will evaluate the school on? The qualifications of board members, mention they fact they do not have to reside in Williamson County. The parent representative should reside in Williamson County, why would these differ		49-50

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ☐ ▪ The applicant adequately addresses potential challenges. ☐ ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan. ☐		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths	Page	
The applicant understands that finding an appropriate site and the cost will be difficult.	50	
Concerns/Questions		Page
Is the applicant currently searching for a school site? The application listed potential areas in Cool Springs, but do not have land for playgrounds or athletic fields. There would also be a lot of potential modification. The application stated it could be 5 to 7 years before construction would be feasible. Another challenge that was stated was teachers do not have instructional experience or content knowledge for a classical school and could be hard to transition into this type of teacher/role. The application stated Responsive Ed would have training but doesn't seem to have an included the cost in the Year 0 budget.		51-52
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	x ☐ Does Not Meet Standard
Strengths	Page	
The applicant understands that finding an appropriate site and the cost will be difficult.	50	
Concerns/ Questions		Page
Is the applicant currently searching for a school site? The application listed potential areas in Cool Springs, but do not have land for playgrounds or athletic fields. There would also be a lot of potential modification. The application stated it could be 5 to 7 years before construction would be feasible. Another challenge that was stated was teachers do not have instructional experience or content knowledge for a classical school and could be hard to transition into this type of teacher/role. The application stated Responsive Ed would have training but doesn't seem to have an included the cost in the Year 0 budget.		51-52

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.3 FACILITIES		
Characteristics of a strong response: ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ☐ ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ☐ ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ☐ ▪ The applicant has identified a realistic facility contingency plan. ☐		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
I found no noted strengths in this section of the application.		
Concerns/Questions		Page
The applicant's timeline for identifying and renovating a facility, does not seem sound. If the primary site was selected by April 2022, given the shortage of materials and labor in this economy, would the facility be renovated and in compliance for ADA and fire codes and etc. by July 23 for occupancy? The contingency plan is to just lease another building, to be ready for August 2023, not sure that will give enough time. The application also stated the budget is to keep facility expenses to 15% of state budget, (\$9M yr = around 1.35 million year to budget for building cost. The cost in Williamson County and for square footage that is needed could easily cost upward to a total of \$21.7 m) just for a building. How will the school keep within that target of 15% of budget? Looks like more cost should be accounted for in the budget to buy/lease buildings.		54
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
The application states that Responsive Ed's facilities group has a strong record of finding and operating adequate facilities.		54
Concerns/ Questions		Page
The applicant's timeline for identifying and renovating a facility, does not seem sound. If the primary site was selected by April 2022, given the shortage of materials and labor in this economy, would the facility be renovated and in compliance for ADA and fire codes and etc. by July 23 for occupancy? The contingency plan is to just lease another building, to be ready for August 2023, not sure that will give enough time. The application also stated the budget is to keep facility expenses to 15% of state budget, (\$9M yr = around 1.35 million year to budget for building cost. The cost in Williamson County and for square footage that is needed could easily cost upward to a total of \$21.7 m) just for a building. How will the school keep within that target of 15% of budget? Looks like more cost should be accounted for in the budget to buy/lease buildings.		54

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL

Characteristics of a strong response:		
▪ The school's organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. □ ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). □ ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. □ ▪ Compensation packages are likely to attract and retain qualified staff. □ ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. □ ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. □ ▪ The employee manual and personnel policies (Attachment I) are complete and effective. □ ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success. □		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Responsive Ed has a network and experience in hiring and staffing charter schools in other states.		58
Concerns/Questions		Page
The application does state that Responsive Ed will be responsible for employing all staff and that Responsive Ed will act in the capacity of a PEO providing all HR payroll and professional services. Has Responsive Ed managed other charter schools in Tenn.? The application stated that Responsive Ed would prepare the search selection, but that Del Ray would hire the headmaster, but I did not see an Attachment H. It stated no previous achievement data for Attachment H, but even from Response Ed or other Del Ray Classical Schools. What experienced educators and Instructional leaders from Tennessee that may have experience in Tennessee Standards and the TEAM-TN model will be involved in selection process? The application did not state any at all. The application talks about concerns in hiring qualified teachers with experience in the classical education, but the school still has to hire licensed teachers in the state of Tennessee. How will this be accomplished? The employee manual was not included in Attachment I, they did state we could ask for one. A compensation package was not included to determine if they will be able to attract and retain the qualified staff.		58
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Responsive Ed has a network and experience in hiring and staffing charter schools in other states		58
Concerns/ Questions		Page
The application does state that Responsive Ed will be responsible for employing all staff and that Responsive Ed will act in the capacity of a PEO providing all HR payroll and professional services. Has Responsive Ed managed other charter schools in Tenn.? The application stated that Responsive Ed would prepare the search selection, but that Del Ray would hire the headmaster, but I did not see an Attachment H. It stated no previous achievement data for Attachment H, but even from Response Ed or other Del Ray Classical Schools. What experienced educators and Instructional leaders from Tennessee		58

SECTION 2 – OPERATIONS PLAN AND CAPACITY

that may have experience in Tennessee Standards and the TEAM-TN model will be involved in selection process? The application did not state any at all. The application talks about concerns in hiring qualified teachers with experience in the classical education, but the school still has to hire licensed teachers in the state of Tennessee. How will this be accomplished? The employee manual was not included in Attachment I, they did state we could ask for one. A compensation package was not included to determine if they will be able to attract and retain the qualified staff.

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership. □		
Initial Application Review		
☐ Meets or Exceeds Standard	X ☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Time allotted for PD is and training is very reasonable, the applicant described 20 days of PD each year.		60
Concerns/Questions		Page
Does budget cover extensive summer training of PD for the teachers who are new to classical education? Responsive ED will be responsible for the PD for classical educators. The applicant addressed but not in detail how they will give PD for special and diverse populations.		62
Final Application Review		
☐ Meets or Exceeds Standard	X ☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Time allotted for PD is and training is very reasonable, the applicant described 20 days of PD each year.		60
Concerns/ Questions		Page
Does budget cover extensive summer training of PD for the teachers who are new to classical education? Responsive ED will be responsible for the PD for classical educators. The applicant addressed but not in detail how they will give PD for special and diverse populations.		Interview

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.6 INSURANCE		
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ☐ ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application. ☐		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The coverage amounts shown on page 63 appear to be consistent with what WCS requires of district contractors.		63
Concerns/Questions		Page
The applicant did not supply Attachment J.		63
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors.		63
Concerns/ Questions		Page
The applicant did not supply Attachment J.		63

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ☐ ▪ The applicant has a sound plan for oversight of its transportation operations. ☐ ▪ The applicant has a plan for transporting special needs students where necessary. ☐ ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students. ☐		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I found no noted strengths in this section of the application.		
Concerns/Questions		Page
The applicant does not have a transportation plan for SPED Students, nor does it provide any types of transportation. Was any amount included in the budget for SPED students if required services are needed?		64
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I found no noted strengths in this section of the application.		
Concerns/ Questions		Page
The applicant does not have a transportation plan for SPED Students, nor does it provide any types of transportation. Was any amount included in the budget for SPED students if required services are needed?		64

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ☐ ▪ The applicant explains how it will collect free and reduced-price lunch information from families. ☐ ☐		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
I found no noted strengths in this section of the application.		
Concerns/Questions	Page	
The applicant did not provide and Free and Reduced Revenue in the budget, no indication that CMO will manage the meals. The application states, "the campus administrative assistant will be responsible for preparing and service student meal" But in Section 2.4 states they will hire a nutrition services position. The application not clear on whom will run the cafeteria. Also, nothing was indicated in the startup timeline of advertising for Food Service Vendors. No food service vendor expenses were shown in budget documents.	65	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
I found no noted strengths in this section of the application.		
Concerns/ Questions	Page	
The applicant did not provide and Free and Reduced Revenue in the budget, no indication that CMO will manage the meals. The application states, "the campus administrative assistant will be responsible for preparing and service student meal" But in Section 2.4 states they will hire a nutrition services position. The application not clear on whom will run the cafeteria. Also, nothing was indicated in the startup timeline of advertising for Food Service Vendors. No food service vendor expenses were shown in budget documents.	65	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ☐ ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ☐ ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ☐ ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ☐ ☐ ▪ The applicant specifies a maintenance plan for school facilities. ☐ ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified. ☐		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
The applicant did ensure safety measures for campus security and Emergency plans and stated they would be in full compliance.		66
Concerns/Questions		Page
The applicant did not provide any info on technology, nor a data management plan. The applicant did not provide information on staff or student technology support plans. The budget only included about 40 laptops. The applicant did not provide and information on Health and Nursing and did not notice any funds in the budget either. The applications included a couple of custodians but that was not on the list of employees that will be hired. How will other facility maintenance needs be met, such as HVAC, plumbing and etc.?		66
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
The applicant did ensure safety measures for campus security and Emergency plans and stated they would be in full compliance.		66
Concerns/ Questions		Page
The applicant did not provide any info on technology, nor a data management plan. The applicant did not provide information on staff or student technology support plans. The budget only included about 40 laptops. The applicant did not provide and information on Health and Nursing and did not notice any funds in the budget either. The applications included a couple of custodians but that was not on the list of employees that will be hired. How will other facility maintenance needs be met, such as HVAC, plumbing and etc.?		66

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☒ **Partially Meets Standard**

☐ Does Not Meet Standard

Strengths

Page

Responsive Ed was selected based upon their track record in classical education in Texas and Arkansas.

68

Concerns/Questions

Page

The applicant explained the role of all parties, with detail, but a plan for potential conflicts with CMO or conflicts of interest was not included. Also, Responsive Ed is paid compensation which is still under negotiation but could be up to 12% of BEP revenues.

70

Final Application Review

☐ Meets or Exceeds Standard

☒ **Partially Meets Standard**

☐ Does Not Meet Standard

Strengths

Page

Responsive Ed was selected based upon their track record in classical education in Texas and Arkansas.

68

Concerns/ Questions

Page

The applicant explained the role of all parties, with detail, but a plan for potential conflicts with CMO or conflicts of interest was not included. Also, Responsive Ed is paid compensation which is still under negotiation but could be up to 12% of BEP revenues.

70

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ☐ ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law. ☐		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The application did not state any waivers		74
Concerns/Questions		Page
No concerns on initial review.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application did not state any waivers		74
Concerns/ Questions		Page
The interview response indicates that Core Knowledge Sequence will be used and is currently in use by 11 charter schools in Tennessee. But those schools required waivers to use Core Knowledge Sequence, so Founders will need to seek waivers		Interview 74

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. □ ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. □ ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. □ ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. □ ▪ The applicant provides a comprehensive annual report for the network (Attachment L). □		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
N/A		
Concerns/Questions	Page	
NA		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
NA		
Concerns/ Questions	Page	
N/A		

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: ▪ The leadership team is identified, together with their roles and responsibilities. ☐ ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ☐ ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ☐ ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network. ☐		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
NA		
Concerns/Questions		Page
NA		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
NA		
Concerns/ Questions		Page
NA		

2.14 NETWORK GOVERNANCE		
Characteristics of a strong response: 1) If there is a network board that operates as the main governing body with each school having an advisory committee: ▪ Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. ▪ Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ☐ Roles and responsibilities of this board are described clearly and concisely. ▪ Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. ▪ There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s). 2) If there will be one governing board for all schools at the local level: ▪ Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary). ▪ A copy of the by-laws and organizational chart is included. ▪ There is a clear, thorough plan to transform the board's membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities. ▪ There is a plan in place for board training as required by Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
NA		
Concerns/Questions		Page
NA		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
NA		
Concerns/ Questions		Page
NA		

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

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

SECTION P CAPACITY
2 OPERATIONS PLAN AND

SUMMARY COMMENTS

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

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The applicant acknowledges that facility requirements are the biggest challenge to success at this point. A detailed timeline is included in the plan for planning and opening of the school. The application indicates Responsive ED and Del Rey Education have strong records of performance. The rationale for selecting the CMO is clear in the application. Weaknesses/Questions: The application did not clearly state their idea for the location and ability to fund the lease and/or construction costs of the facility. The school will rely on philanthropy and/or ability to issue bonds for facilities. The school does not have a transportation plan, even for Students with Disabilities, this is a concern. Another concern is the lack of a robust network and/or computer devices given the Tennessee requirement for on-line assessments. The lack of a School Nurse, even when they are anticipating opening the school with well over 300 students, several of which will most likely have daily medical procedure requirements, is a large deficiency on top of the lack of a Coordinated School Health program as required by the state of Tennessee.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The applicant acknowledges that facility requirements are the biggest challenge to success at this point. A detailed timeline is included in the plan for planning and opening of the school. The application indicates Responsive ED and Del Rey Education have strong records of performance. The rationale for selecting the CMO is clear in the application. (If Any) Weaknesses: The application did not clearly state their idea for the location and ability to fund the lease and/or construction costs of the facility. The school will rely on philanthropy and/or ability to issue bonds for facilities. The school does not have a transportation plan, even for Students with Disabilities, this is a concern. Another concern is the lack of a robust network and/or computer devices given the Tennessee requirement for on-line assessments. The lack of a School Nurse, even when they are anticipating opening the school with well over 300 students, several of which will most likely have daily medical procedure requirements, is a large deficiency on top of the lack of a Coordinated School Health program as required by the state of Tennessee.		

SECTION P CAPACITY
3 – FINANCIAL LAN AND

3.1 & 3.2 CHARTER SCHOOL FINANCING

Characteristics of a strong response: ☐ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all startup expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant's internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
A budget worksheet was included in the application. Delray does intend to outsource financial management to Responsive Ed. This should be a strength given the Responsive Ed's background with Charter schools in Texas.		Attachment O
Concerns/Questions		Page
The applicant budget assumptions were missing on the spreadsheet. Year 0 expenses seemed low, and no explanation of \$1M start up revenue was given. The contracted services expenses seem low for SPED services and social emotional services, also did not see expenses for CSH or School Health in the budget. The procedures, policies for accounting, payroll and audits were lacking. No evidence of financial expertise of the team members, either internal or external. The capital expenses need more detail. We asked for more detail on Response Ed about their financial health. Yr 2-5 budget anticipates using about 15% of BEP revenue as a cost for space to either rent or lease. This is not realistic number based on our search efforts in the Cool Springs area. The network (computers and software infrastructure budget seems underfunded.		Attachment N and O
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
A budget worksheet was included in the application. Delray does intend to outsource financial management to Responsive Ed. This should be a strength given the Responsive Ed's background with Charter schools in Texas. The applicant did send in the financial records of Responsive Ed, which showed their financial strength.		Interview ATT N
Concerns/ Questions		Page
The applicant budget assumptions were missing on the spreadsheet. Year 0 expenses seemed low, and no explanation of \$1M start up revenue was given. The contracted services expenses seem low for SPED services and social emotional services, also did not see expenses for CSH or School Health in the budget. The procedures, policies for accounting, payroll and audits were lacking. No evidence of financial expertise of the team members, either internal or external. The capital expenses need more detail. We asked for more detail on Response Ed about their financial health. Yr 2-5 budget anticipates using about 15% of BEP revenue as a cost for space to either rent or lease. This is not realistic number based on our search efforts in the Cool Springs area. The network (computers and software infrastructure budget seems underfunded.		ATT O

SECTION P CAPACITY
3 – FINANCIAL LAN AND

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. □ ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. □ ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. □		
Initial Application Review		
□ Meets or Exceeds Standard	□ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
NA		
Concerns/Questions		Page
NA		
Final Application Review		
□ Meets or Exceeds Standard	□ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
NA		
Concerns/ Questions		Page
NA		

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

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

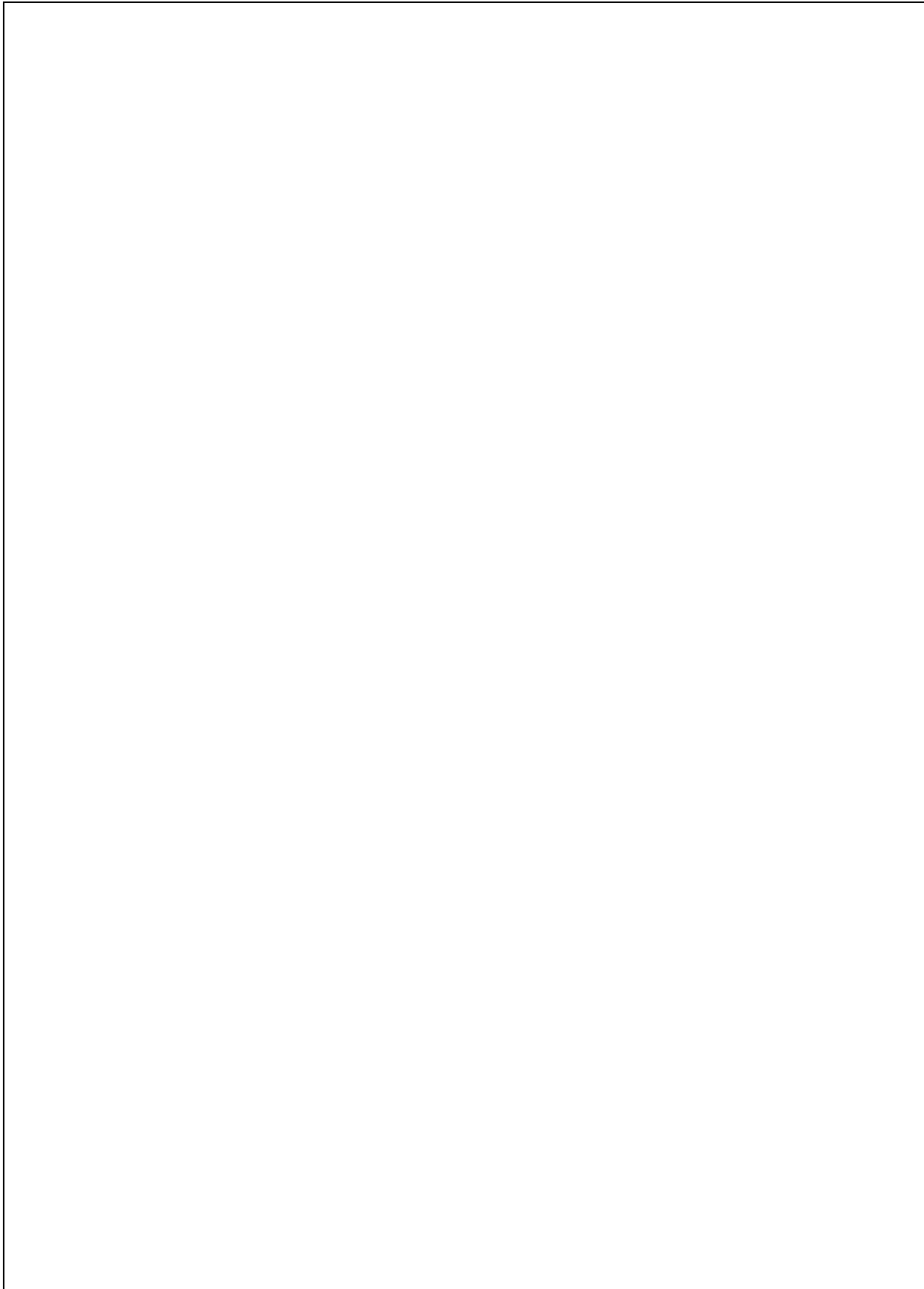
Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths: The hiring of Responsive Ed for financial expertise will help provide the applicant the services to manage the necessary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

Strengths:

The hiring of Responsive Ed for financial expertise will help provide the applicant the services to manage the necessary financial operations of the school.

(If Any) Weaknesses:

Responses in the interview process did not resolve concerns about lack of sufficient start-up funds, particularly for facilities and operational needs, such as: computer infrastructure or the ability to secure appropriate facilities. The interview process revealed the expectation that philanthropy and bond issues will solve funding shortfalls. But no source of such philanthropy was identified, and contingency plan for shortfalls along with budget assumption notes were still lacking.



SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE

Characteristics of a strong response:

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

Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

NA

Concerns/Questions

Page

NA

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

NA

Concerns/ Questions

Page

NA



Department of
Education

Charter Schools

TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

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

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

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

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

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

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

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

Guidance for Reviewers:

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

Strengths of the academic plan

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

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

Weaknesses of the academic plan

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

Strengths of the operations plan

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

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

Weaknesses of the operations plan

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

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

Strengths of the financial plan

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

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

Weaknesses of the financial plan

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

Instructions for Reviewers:

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

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.11 - Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.15 - Financial Plan and Capacity: 3.1 through 3.3 - Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.12 through 2.15 - Financial Plan and Capacity: 3.1, through 3.3 - Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) - Financial Plan and Capacity: 3.1 and 3.2 - Portfolio Review and Performance Record: 4.1

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

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

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

Evaluator Name: Mark Samuels

Proposed School Name: Founders Classical Academy

Application includes an Executive Summary.

☒ Yes

No

☐

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- Founders appear to be very dedicated to a classical approach.		Pages 13-15
Concerns/Questions		Page
Mission isn't measurable; connection to the purpose isn't clear; missing description of achievement gaps -P13(a): What does "moral character" mean in this context? - P13(b): What is the poor level of "free people", "civic freedom", "justice", and "happiness" in Williamson County that you feel needs correction via your academic model? - P14(4): You say your curriculum is fully aligned with the state standards. Ours is too. Where are the deficiencies in ours that you feel need to be corrected by your offering?		Pages 13-15
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- Founders appear to be very dedicated to a classical approach.		Pages 13-15

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Concerns/Questions	Page
-Interview and Post-Interview responses did not resolve the question of what deficiencies in WCS performance will this school resolve. The only thing mentioned in the interview was to provide some students with the opportunity to experience their K-12 education in one physical location, vice transitioning from ES to MS to HS buildings. WCS is not aware that a single K-12 location is such a broad-based issue with our families.	Pages 13-15

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-None noted		Pages 16-18
Concerns/Questions		Page
-P16(b): You state that your site location goal is to serve students from families who desire a robust academic environment of the highest of standards. How is that different from what WCS now offers our students? -P16(b): You state that you want to locate the school in a current high-growth area so it is accessible to a broad range of families and can alleviate some of the demand for WCS growth. How does providing a school for 1,028 students from across the district alleviate our demand? - P17 shows an anticipated enrollment of 1,028. The budget template shows 1,128. The response to question 2.3(b) uses 950 students for budgeting purposes. What is the actual enrollment target? -P16(c): You state that WCS's 3 rd Grade ELA proficiency went down 7% over the pandemic, and our ED and Black students saw declines. How does your targeting the Cool Springs, Berry Farms, and Nolensville areas help with those sub-population groups? -P16(d): The alleged underserved ED families most likely need transportation in order to participate in your school. How do you plan to get transportation from those areas to your centralized or Nolensville campus?		Page 16-18
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-None noted		Pages 16-18

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Concerns/Questions	Page
-Interview response indicated that the target enrollment is 1,028 which is less than 2.5% of our student population. Given that these students will be drawn from the entire county of 50 schools initially, this would only reduce our demand by an average of 20 students per school, which is only 2-3 students per grade level at those schools. This effectively does nothing to decrease our growth demand across the county. -Post-Interview response indicated a willingness to work with WCS on better site options for the new school to help with demand reduction, but such a small student enrollment will not help ease the demand in any area regardless of the site chosen. -Post-Interview response indicated a willingness to revisit transportation needs, but no commitment to it that would indicate an understanding of our ED families and other dual income families who would need such transportation services.	Pages 16-18

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
- P19(a): Focus is on Classical educational model	Pages 19-24	
Concerns/Questions	Page	
- Can't tell if the curriculum is aligned with TN State Standards. - Can't tell if high school course requirements meet the state graduation requirements. - Can't tell how Founder's web-based assessments will support TN Academic Standards as evaluated via TCAP/EOC testing.	Page 19-24	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
- P19(a): Focus is on Classical educational model	Pages 19-24	
Concerns/Questions	Page	
-Post-Interview responses did not clarify alignment concerns with Tennessee state standards	Pages 19-24	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

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

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
N/A		
Concerns/Questions	Page	
N/A		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
N/A		
Concerns/Questions	Page	
N/A		

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

-None noted

Pages 29-31

Concerns/Questions

Page

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

Pages 29-31

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

None noted

Pages 29-31

Concerns/Questions

Page

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

Pages 29-31

1.7 ASSESSMENTS		
Characteristics of a strong response: - Internal assessments will provide rich data for evaluation of the academic program and align with state standards. - A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None noted		Pages 32-33
Concerns/Questions		Page
-P32(a): Can't tell how Founder's web-based assessments will support TN Academic Standards as evaluated via TCAP/EOC testing.		Pages 32-33
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None noted.		Pages 32-33
Concerns/Questions		Page
-Interview and Post-Interview responses did not clarify the concern of Founder's web-based assessments supporting Tennessee standards.		Pages 32-33

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programing is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- P34(d): Provides daily academic tutoring after-hours as needed. - P35(e): Provides Saturday School opportunities at least once per month		Pages 34-35
Concerns/Questions		Page
-P34(b): No daily schedule provided. -P35(e): No summer school for grades 3 thru 12. Not in compliance with TN State Law on Summer Camps.		Pages 34-35
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-P34(d): Provides daily academic tutoring after-hours as needed. - P35(e): Provides Saturday School opportunities at least once per month -Post-Interview response provided some example schedules.		Pages 34-35
Concerns/Questions		Page
-Post-Interveiw example schedules did not so any physical activity time as required by Tennessee state law. -Could not tell where tutoring was built into the daily schedule. - No clarification provided on why no summer school for grades 3 thru 12. Not in compliance with TN State Law on Summer Camps.		Pages 34-35

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-A process for identifying needs is included. - A process for supporting English Language Learners is included. - Describes the process for establishing IEPs		Pages 36-40
Concerns/Questions		Page
-Does not provide info on how Founders plans to serve gifted students who have IEPs. - Unclear who will be doing psycho-educational evaluations and re-evaluations. - P36(b): Appears to have knowledge and experience in supporting the various special populations, but not clear if this was In-House support or if it is based in Del Rey or ResponsiveEd support agreement.		Pages 36-40
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths/Weaknesses		Page
Strengths: are the same as above. Weaknesses: -Post-Interview response indicated that scaffolding would be utilized for gifted students, but this is inappropriate for gifted students. -Still not clear who would do the psycho-educational evals, but they did indicate they would hire a psychologists...		Pages 36-40

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-A ResponsiveED Student/Parent Handbook (Attch B) was provided and an Offenses and Consequences document (Attch C) was provided.		Pages 41-42
Concerns/Questions		Page
- Will you offer Athletics or Arts programs similar to WCS? -P41(b) & (c): What does “the true” in our world, and “I will honor those things which are good, true, and beautiful” mean? -Attch B, Page 8 of the Student/Parent Handbook: Your student/parent handbook states: “ <i>It is the policy of the school to prohibit discrimination in student admission on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability or the district the student would otherwise attend in accordance with the TEC.</i> ” It does not mention “sexual orientation” as a characteristic for non-discrimination. Attch D, Page 2, has a non-discrimination statement that does not include sexual orientation as a characteristic for non-discrimination. Your Bylaws, Attch F3 (Art 1, Sec 5) also has a non-discrimination statement that does not include sexual orientation as a characteristic for non-discrimination. Your Code of Conduct (Attch F4), does mention sexual orientation as a characteristic for non-discrimination for students, but specifically removes it in the similar paragraph, on the same page, for educators. Does this mean that your school will not admit and/or support staff who identify as LGBTQ? -How do you assess your minority populations for school culture issues?		Pages 41-42 Attch B Attch F
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- Offenses and Consequences document (Attch C) was provided.		Pages 41-42 Attch C

Concerns/Questions	Page
-Parent/Student Handbook provided is from ResponsiveED and was written for Texas. No Tennessee version has been provided for evaluation. -During the Interview, the difference in sexual orientation term between a number of the provided documents listed above was a surprise to the interviewees. No further clarification for the differences has been provided. This raises concern for the proper treatment and safe culture of Williamson County citizens who are LGBTQ seeking enrollment and/or employment in this school. - No response was provided on the question of assessing the minority populations for the effectiveness of school culture efforts.	Pages 41-42 Attch B

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-A proposed enrollment plan is provided in Attch D		Pages 43-45 Attch D
Concerns/Questions		Page
- Same non-discrimination concerns as stated in Section 1.10 above. The non-discrimination statement in Attch D does not mention sexual orientation (LGBTQ) as a group of students (or staff) that would be protected as targets of inappropriate and offensive behaviors against them.. Attch D, P1: Indicates that Founders will enroll students who do not reside in Williamson County. This is a violation of WCS Board policy.		Pages 43-45 Attch D
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-A proposed enrollment plan is provided in Attch D		Pages 43-45 Attch D
Concerns/Questions		Page
-Neither the interviewees nor the Post-Interview response provided any clarification to the non-discrimination concerns. - The Post-Interview response agreed to relook at the non-resident enrollment policy but did not change it.		Pages 43-45 Attch D

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: - There is evidence that community feedback is incorporated in the application. - There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). - The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. - The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-None noted		Pages 46-47
Concerns/Questions		Page
-No Attachment E provided -The application just points to what it thinks Del Rey Education believes or will do. So, there is no clear plan provided.		Pages 46-47
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		
-None noted		
Concerns/Questions		
-No Attachment E provided -The application just points to what it thinks Del Rey Education believes or will do. So, there is no clear plan provided.		

SUMMARY COMMENTS

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

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: - Founders appear to be very dedicated to a classical approach. - P19(a): Focus is on Classical educational model - P34(d): Provides daily academic tutoring after-hours as needed. - P35(e): Provides Saturday School opportunities at least once per month --A process for identifying needs is included. - A process for supporting English Language Learners is included. - Describes the process for establishing IEPs - A ResponsiveED Student/Parent Handbook (Attch B) was provided and an Offenses and Consequences document (Attch C) was provided. - A proposed enrollment plan is provided in Attch D Weaknesses/Questions: - Weaknesses are numerous and vary from enrollment policy, alignment with Tennessee standards, laws, and WCS Board policy.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: -Founders is clearly dedicated to the Classical approach and their plan attempts to focus uniquely on that. They are trying to align themselves with a CMO network that apparently has been successful in other locations. (If Any) Weaknesses: -There does not appear to be alignment with Tennessee state standards and law in several places. Their enrollment policy regarding non-residents of Williamson County is problematic. The lack of clarity on inclusiveness of all persons regardless of their sexual orientation is disturbing. Their location search does not appear to be focused on helping WCS to reduce the growing demand for new schools, nor is it targeted where the largest populations of ED and Free and Reduced Lunch qualifiers are in Williamson County, especially with no transportation services to be provided.		

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-The initial Board composition appears to have sufficient experience in the fields indicated and commits to annual board training.		Pages 48-50
Concerns/ Questions		Page
-What are the standards/metrics for academic results that the Board will use to evaluate the school? -Qualifications: Bylaws Article III, section 3 indicates that Board members are not required to be residents of Williamson County. Why is that the case? How is local decision-making supported without the Board being a part of the community and understanding community concerns more fully? - Code of Ethics (Attachment F4, Paragraph 2) mentions “sexual orientation” as a non-discrimination characteristic for students, but specifically leaves it out from the paragraph for educators. Why are the paragraphs for students and educators identical except for that one classification? - Enrollment (Attachment D, Exceptions): It appears you intend to enroll students who do not reside in Williamson County, is that correct? - If a target is to provide a classical education to economically disadvantaged students, why is a transportation plan that would get ED students to school a missing part of the application?		Pages 48-50
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-The initial Board composition appears to have sufficient experience in the fields indicated and commits to annual board training.		Pages 48-50
Concerns/ Questions		Page
- The Lack of "sexual orientation" as a qualifying non-discrimination characteristic in the Bylaws (Attch F3) and Code of Ethics (Attch F4 - Code of Conduct) for staff is a concern. During the interview Founders thought it was an oversight, yet it is in two spots in the response in different documents, and in the same page of the Code of Ethics the term was missing in one paragraph but not in another... - Founders Williamson County residency requirement remains unclear. WCS Board Policy requires students to be residents of Williamson County or pay a tuition charge.		Pages 48-50 Attch F

2.2 START-UP PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- Recognizes that facility requirements are the biggest challenge to success at this point.		Pages 51-52
Concerns/Questions		Page
- Challenges: It is not clear if the contingency sites will be available or adequate. - Are you currently searching for a school site? - What sites have you identified as potential areas? - You list two back-up plan sites in the Cool Springs area, but one is 40K-80K per square foot. Neither have land for playgrounds or athletic fields. How much renovation/modification is going to be required? - Does that site have space for age-appropriate playgrounds and athletic fields? - Do you have a design consultant helping you with site selection, design of changes, jurisdictional and SFMO approvals, and construction oversite other than Mr. Haas, ResponsivED, and Del Rio? - There are four months for FFE purchase and delivery. Do you have a supplier that can meet that timeline given current supply chain issues? - Paragraph 2 states that many teachers are not equipped to teach in a classical school. Given the already difficult teacher shortage, how can you be sure you will get the caliber teachers you will need? - Under Academics expectations, it is stated that it can take up to four years to fully implement the classical teaching methods. Is that every year for incoming students or just the initial start up of the school?		Page 51-52
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- Recognizes that facility requirements are the biggest challenge to success at this point.		Pages 51-52
Concerns/ Questions		Page
-Previous concerns remain. Post-interview responses to FFE concerns assume that ResponsiveED will solve any FFE shortfalls. -Start-up budget does not provide the level of detail required to determine sufficiency particularly with respect to initial facility needs.		Pages 51-52

2.3 FACILITIES		
Characteristics of a strong response: - Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. - The applicant demonstrates expertise in facilities acquisition and management, either internal or external. - The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. - The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-Claims that ResponsiveED's facilities group has a strong record of finding and operating adequate facilities.		Pages 53-55
Concerns/Questions		Page
-Anticipated enrollment of 1,028 is shown on P17, but your budget template shows 1,128 by Yr-5. Your response to item 2.3(b) says 950 students. Which is it? -Purchase 85KSF (p53), Cool Springs, Berry's Farm, Nolensville. - Estimates \$24M in facility costs over 30-years (p53). - \$1.3M/yr on facility – after purchase/build? (p53). Budgeting \$2M+/yr (p210) - Charter Approval in Apr '22, thus, 16-mos to get a facility ready for school – with no current design in-place. -P53(a): Describe Your Facility Needs: The response template asks you to describe the number of classrooms, SF/Classroom, Classroom types, SF per of additional school space such as science labs, art rooms, auditorium, main office, etc. Your submission didn't do that, why? How do you know what you're looking for? -What is the classroom sizes (students per grade) you are planning for?: -Budget (P210) shows the need for 36 classrooms to start K8 in Yr-1 with 728 students (20 Students/CIRm), ramping up to 52 classrooms K12 by Yr-5 with 1,128 Students (21.7 Students/CIRm.) So, at 34SF/Student x 21.7 Students per room = 738SF/CIRm. So, 738SF/CIRm x 52 CIRms = 38.4KSF net just for classrooms? At 20% for ancillary spaces (hallways, restroom, MEP closets,..) the need is 46.1KSF just for classroom wings. Other needs such as Café, Gym, Media, Office/Clinic, Storage, etc., are not addressed. SPED classroom needs are not addressed. -P53(b): <u>Facility vs. Proposed Budget</u>: You state that your proposed budget is trying to keep facility expenses under 15% of the anticipated state budget of (\$9M/yr = \$9.5K/student x 950 Students) thus \$1.35M/yr. Given the current cost of construction now in WilCo (\$271/SF for schools x 85KSF = \$23M or all of the first 2.4-years of state funds) just for a building. How do you intend to stay under that 15% target while constructing a building and purchasing the land for it? -P54(f): <u>Facilities Timeline</u>: Start-Up Timeline shows different dates/timeframes for facilities selection, construction, outfitting than the plan on P54. Which is correct? -P54(g): <u>Back-up Plan Sites</u>: They are small. How do you know they will be available? No area for athletics or age-appropriate playgrounds.		Page 53-55

Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-Claims that ResponsiveED's facilities group has a strong record of finding and operating adequate facilities. -Post-interview response provided annual audit report for ResponsiveED that shows large facilities portfolio in Texas.		Pages 53-55
Concerns/ Questions		Page
-Interview response did not provide any information on the facility requirements asked for in paragraph (a) of Section 2.3. -Post-interview response indicated strong reliance on philanthropy to cover shortfalls beyond stated facility budget. This response provided no firm info with respect to actual sites being considered/negotiated, thus, there is nothing provided to us that we can evaluate.		Pages 53-55

2.4 PERSONNEL/ HUMAN CAPITAL

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

-None noted

Pages 56-59

Concerns/Questions

Page

-No detailed Org Chart provided in Attachment G

-Not clear that the recruiting and hiring practices are likely to result in diverse leadership or staffing that reflects the student body.

-No policy provided for addressing unsatisfactory leadership or teacher performance and turnover.

-No employee or personnel policy manual is provided.

Page 56-59

P56(a):

-Attach G says that Founders is unable to project what the Org Chart positions will be because they don't know what the needs of the school and students will be. If ResponsiveED has so much experience in running classical schools in other areas, what makes WCS students so different that you can't project the Organization you'll need?

- Will your Scope & Sequence change once you fully assess Williamson County students?

-Professional Employer Organization (PEO): ResponsiveED will do all HR, payroll, and PD. Has ResponsiveED managed any Charter Schools in Tennessee before?

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

P56(c): Recruiting:

- Leans on outside agencies like ResponsiveED to do hiring of instructional staff too, not just operational staff.

-No previous achievement data provided, even from other ResponsiveED or Del Rey's other classical schools.

P57(d): Hiring Teachers: You state that it's important that students see teachers who can relate to their backgrounds and experiences. What is your policy on hiring and retention of openly LGBTQ staff members? P57-58(g): Unsatisfactory leadership or performance: Who is managing this school? Who will actually make the decisions on termination? Is ResponsiveED the defacto organization in-charge? P58(j): Employee Manual as Attach J: You did not provide a manual. Couldn't you have included a hyper link to this employee manual and personnel policies? P59 Chart: No clarity on what "Specialized School Staff" and "School Operations Support Staff" that will be hire in Yr-1 and Start-up respectively		
Final Application Review		
☐ Meets or Exceeds Standard ☐ Partially Meets Standard ☒ Does Not Meet Standard		
Strengths		Page
-None noted		Pages 56-59
Concerns/ Questions		Page
-Post-interview response did not explain why the Org Chart can't be better defined now. It is understandable that some tweaking may be required after school starts and some specific or specialized functions are better defined, but if ResponsiveED has started 80 schools then the basic needs are known regardless of if this is the first ResponsiveED school in Tennessee. -Post-interview response did not provide a detailed breakout of how the ResponsiveED fee budget would be allocated by area as was requested.		Pages 56-59

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

2.6 INSURANCE		
Characteristics of a strong response: - The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. - The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-The coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors.		Page 63
Concerns/Questions		Page
- Nothing provided in Attach J - P63(b): Do you intend to have school athletics? If so, when and what kinds and levels?		Page 63
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-The coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors.		Page 63
Concerns/ Questions		Page
- Post-interview response indicated that typically Founders does not provide athletics in sports that produce higher levels of concussions. So no: football, volleyball, soccer, basketball as these are sports with higher levels of concussion.		Page 63

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: - The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. - The applicant has a sound plan for oversight of its transportation operations. - The applicant has a plan for transporting special needs students where necessary. - The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-None noted		Page 64
Concerns/Questions		Page
-Will not provide transportation. -Will charter buses or have parents drive to extracurricular or after school activities. -Will Charge Participation fees. -In your Section 1.1 Mission/Vision statements (P13) you say your vision is to make a classical education accessible to every family that desires it. In your Section 1.2 Enrollment statements (P17) you stated that making classical education accessible to ED and Black students was part of your goal. How do you plan on doing that if you don't provide transportation services and or charge participation fees? Are you really only targeting the population that has the income to cover those costs? P64(d): You did not provide a separate answer question 2.7(d) about not providing transportation. Do you have any other plans other than just not doing it?		Page 64
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-None noted		Page 64

Concerns/ Questions	Page
-Post-interview response only committed to explore option of transportation services on a limited basis. This is not serving all students of Williamson County equally. -Post-interview response to the question of how the facility search in Cool Springs, Berry Farms, and Nolensville was going to be helpful and supportive of our ED and Free & Reduced qualifying families since they don't live in those areas, highlighted Founders lack of understanding of the Williamson County needs. The follow-on statement that Founders did this to avoid drawing students from district schools in areas that are already established and successful is further indication that Founders does not understand our county school's laydown and performance. Finally, the post-interview response that Founders is open to working with WCS in other areas where WCS feels its schools are struggling and classical education would be a better fit, further shows a lack of understanding of our county and school system. - The post-interview response to why transportation services is not being offered to Students with Disabilities with special transportation in their IEPs is concerning as this is a requirement.	Page 64

2.8 FOOD SERVICE		
Characteristics of a strong response: - The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. - The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-None noted		Page 65
Concerns/Questions		Page
-Provides the name of a food service vendor, but that vendor's website provides no details - No F&R or NSLP revenue shown in the budget. -Does not appear to understand the process of applying for approval to run a NSLP? (process through the State Nutrition Office will take many months, and it doesn't show up on the start-up plan. -If the facility leased does not have a kitchen, what changes will that make in your food services plan? (such as temperature control plan?) -In paragraph (b) the application indicates that "the campus administrative assistant will be responsible for preparing and serving student meals,..." But in Section 2.4 Salary Ranges chart a Nutrition Services position is shown. Which one is responsible for Food Services? When will they be hired? -Advertising a Food Service RFP is not shown in the start-up timeline. When is that scheduled for? -Needs clarity on Free & Reduced plan. - No food service vendor expenses are shown in the Budget documents. -Attch B, (Page 10): Student Handbook: What does "designated lunch alternative" mean?		Page 65
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-None noted		Page 65
Concerns/ Questions		Page
-Post-interview response indicates that if full Free or Reduced meals are required then Founders will expect support from the district to ensure meals are provided. This appears to indicate that Founders is not prepared to provide the necessary food services. -Post-interview response to the question of what changes will be made if the facility chosen does not have a kitchen, indicated that students would be required to bring their own lunch. This is unacceptable. -Post-interview response to what a "designated lunch alternative" is (Attch B, Page 10), is unacceptable treatment of students who for whatever reason cannot pay for a lunch.		Page 65

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-Shows a Safety official position in the Salary Ranges chart on Page 58, but no more detail of this person's functions.		Page 58
Concerns/Questions		Page
-66(a) <u>Technology Support</u> : You did not provide any information on Staff or Student technology support plans. Your budgets indicate you will only provide 40 laptop computers for student assessments. That's 40 laptops for over 1,000 students. Is that your plan? -Attch B (P69) Student Handbook: While your parent/student handbook lists extensive access to on-line resources as beneficial to students, you have a surprising lack of devices. Why the dichotomy? -P66(b): <u>Student Information Management</u> : You provided no information on the SIM system you plan to use. What system do you plan to use? Is it CIPA compliant? School Health & Nursing: Application did not provide any information on Health & Nursing. Budget shows no funds budgeted for Health Services or Coordinated School Health. Are you assuming you will not accept students who require some health procedure during the school day? -P58 Salary Ranges chart shows a Safety Official. Who is this and what is this person's responsibilities? -P66(e) <u>Maintenance</u> : You only state 1-2 custodians. How will facility electrical, HVAC, and plumbing be maintained? - Building Decorum: Your year-1 budget shows \$37K in facilities for Building Decorum. What is that?		Page 66-67
Final Application Review		

☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- Shows a Safety official position in the Salary Ranges chart on Page 58, but no more detail of this person's functions. -Post-interview response indicated the potential to use <i>Skyward</i> as an SIS platform.		Page 58
Concerns/ Questions		Page
-We understand that the Classical approach minimizes the use of technology, but the State of Tennessee requires all assessment testing to be done on-line. Only 40 computers for over 1,000 students does not prepare them for this testing. -Network information does not mention CIPA compliance. -Plan to only hire a school nurse if there are over 300 students appears to assume Founders will not accept students with special medical needs. No mention of CSH program. -Post-interview response to level of Maintenance staff is indicative of not knowing what facility they will be using at this time.		Page 66-67

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE		
Characteristics of a strong response: • If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. • There is a clear division of roles between the board and the CMO. • There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. • If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-Claims ResponsiveED and Del Rey Education have strong records of performance.		Page 68-71
Concerns/Questions		Page
-Attch K MOU Page 3, Section 3, Para 1: What does the term "moral" mean in this MOU? -Budget Sheets: ResponsiveED will do many Administrative and Operations management functions not the local staff. -P69: ResponsiveED will do the majority of school administrative and operational areas. For 12% of the BEP? Whose Board is running this school - the local Board listed on P50 or Del Rey or ResponsiveED)? -P70: ResponsiveED gets 12% of the BEP revenues. Facilities under 15% (P53). -Attch K is only two pages with lists of topics and functional areas. No details are provided on budget allocations to those areas. So WCS is unable to evaluate.		Page 68-71 Attch K
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-Claims ResponsiveED and Del Rey Education have strong records of performance.		Page 68-71
Concerns/ Questions		Page
-Even with the post-interview responses it is difficult for us to understand how this mixed structure of local Headmaster-ResponsiveED-Del Rey Education will actually work and who will be running the school, and who has authority and accountability for the curriculum and performance. -We've been provided no budget details of the allocation of funds into functional areas that we can use to evaluate the application.		Page 68-71

2.11 WAIVERS		
Characteristics of a strong response: - Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. - The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
-No waivers requested.		Pages 72-73
Concerns/Questions		Page
- Does this mean you will teach to the Tennessee State academic standards?		Pages 72-73
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-No waivers requested.		Pages 72-73
Concerns/ Questions		Page
-Post-interview response indicates that <i>Core Knowledge Sequence</i> will be used and is currently in use by 11 charter schools in Tennessee. But, those schools required waivers to use <i>Core Knowledge Sequence</i> , so Founders will need to seek waivers.		Pages 72-73

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

Page 74

Concerns/Questions

Page

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

Page 74

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

Page 74

Concerns/ Questions

Page

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

Page 74

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: ▪ The leadership team is identified, together with their roles and responsibilities. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
		Pages 75-77
Concerns/Questions		Page
Not Applicable as shown, but extensive reliance of Del Rey and ResponsiveEd networks is clearly presented all through the application.		Pages 75-77
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
		Pages 75-77
Concerns/ Questions		Page
-Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.		Pages 75-77

2.14 NETWORK GOVERNANCE		
Characteristics of a strong response: 1) If there is a network board that operates as the main governing body with each school having an advisory committee: - Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. - Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. Roles and responsibilities of this board are described clearly and concisely. - Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. - There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s). 2) If there will be one governing board for all schools at the local level: - Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary). - A copy of the by-laws and organizational chart is included. - There is a clear, thorough plan to transform the board's membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities. - There is a plan in place for board training as required by Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
		Page 78
Concerns/Questions		Page
Not Applicable as shown, but extensive reliance of Del Rey and ResponsiveEd networks is clearly presented all through the application.		Page 78
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
		Page 78
Concerns/ Questions		Page
-Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.		Page 78

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response: Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		Pages 79-81
Concerns/Questions		Page
Not Applicable as shown, but extensive reliance of Del Rey and ResponsiveEd networks is clearly presented all through the application.		Pages 79-81
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		Pages 79-81
Concerns/ Questions		Page
-Post-interview response did not provide an answer to our specific question as to why no information was provided for Sections 2.12-2.15 when clearly ResponsiveED and Del Rey Education networks are to be relied on to run significant portions of this school.		Pages 79-81

2 OPERATIONS LAN AND

SUMMARY COMMENTS

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

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: - Claims ResponsiveED and Del Rey Education have strong records of performance. Weaknesses/Questions: - Extensive weakness and lack of detail provided. - Facility needs not clearly described. Vague plan for getting a facility ready for school. - Unclear who is actually running the school. - Significant shortfall in funding and planning for numerous operational functions.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: - The initial Board composition appears to have sufficient experience in the fields indicated and commits to annual board training. - Recognizes that facility requirements are the biggest challenge to success at this point. - Claims ResponsiveED and Del Rey Education have strong records of performance. - Post-interview response provided annual audit report for ResponsiveED that shows large facilities portfolio in Texas. - The insurance coverage amounts shown on page 63 appear to be consistent with what WCS requires of our contractors. - Shows a Safety official position in the Salary Ranges chart on Page 58, but no more detail of this person's functions. - No waivers requested. (If Any) Weaknesses: - Many issues and questions remain unanswered at this time. Most significant issues include the following: - Location and ability to fund the lease and/or construction costs of the facility. Heavily reliance on philanthropy and/or ability to issue bonds as a start-up makes the facilities piece of the plan uncertain. - Lack of firm definition of facility needs requested in Section 2.3 leaves the question of does Founders really know what they are looking for.		

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

3 – FINANCIAL LAN AND

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all startup expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant's internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
-Anticipates a \$1M gift to get started. -Anticipates a ~\$230K net cashflow after Yr 1...		Pages 82-83
Concerns/Questions		Page
- Yr 2-5 Budget anticipating to find facility for \$20-\$25 per SF. This is not realistic based on our similar search efforts in the Cools Springs area last year. - Network budget seems vastly underfunded compared to what WCS does. -No Nurse or School Health or CSH lines in budget. - Yr 1-5 Staff assumptions has \$15K for "Other" staff and Inst Staff of ~\$40K for "Other". What is the "Other" for?		Pages 82-83
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Anticipates a \$1M gift to get started. -Anticipates a ~\$230K net cashflow after Yr 1...		Pages 82-83
Concerns/ Questions		Page
-Post-interview responses did not resolve concerns about lack of sufficient start-up funds, particularly for facilities and operations needs. -Interview responses showed expectation that philanthropy and bond issues will solve funding shortfalls. But no source of such philanthropy was identified.		Pages 82-83

3 – FINANCIAL LAN AND

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

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

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

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: -Anticipates a \$1M gift to get started. -Anticipates a ~\$230K net cashflow after Yr 1.. Weaknesses/Questions: -Yr 2-5 Budget anticipating to find facility for \$20-\$25 per SF. Not realistic based on our efforts last year. - Network budget seems vastly underfunded compared to what WCS does. -No Nurse or School Health or CSH lines in budget. - Yr 1-5 Staff assumptions has \$15K for "Other" staff and Inst Staff of ~\$40K for "Other". What is the "Other" for?		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: -Anticipates a \$1M gift to get started. -Anticipates a ~\$230K net cashflow after Yr 1. (If Any) Weaknesses: -Post-interview responses did not resolve concerns about lack of sufficient start-up funds, particularly for facilities and operation's needs. -Interview responses showed expectation that philanthropy and bond issues will solve funding shortfalls. But no source of such philanthropy was identified. - As in Sections 2.12-2.15, no network plan is presented although Founders will clearly depend on the ResponsiveED and Del Rey Education networks for significant portions of starting and running this school. No response was provided to our specific question about this, so we have no detailed information to evaluate.		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

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



TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

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

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

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

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

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

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

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

Guidance for Reviewers:

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

Strengths of the academic plan

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

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

Weaknesses of the academic plan

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

Strengths of the operations plan

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

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

Weaknesses of the operations plan

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

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

Strengths of the financial plan

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

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

Weaknesses of the financial plan

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

Instructions for Reviewers:

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

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.11 - Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.15 - Financial Plan and Capacity: 3.1 through 3.3 - Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.12 through 2.15 - Financial Plan and Capacity: 3.1, through 3.3 - Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) - Financial Plan and Capacity: 3.1 and 3.2 - Portfolio Review and Performance Record: 4.1

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

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

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

Evaluator Name: **Leigh Webb**

Proposed School Name: **Founders Classical Academy**

Application includes an Executive Summary.

Yes **X**

No

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
This application does make a connection to the purpose of the school and its intended objective in delivering a classical approach to educating students.		13, 14, 15
Concerns/Questions		Page
This objective is not fully met. Details on how the mission will be met in meeting the needs of the students are omitted as well as any measurable means to meeting the school's mission. It fails to connect how all Williamson County students attending this school will be successful in this approach with a clear connection to supporting data.		13, 14, 15
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
As described above, this application does make a connection to the purpose of the school and its intended objective in delivering a classical approach to educating students.		13, 14, 15
Concerns/Questions		Page
This objective is not fully met. Details on how the mission will be met in meeting the needs of the students are omitted as well as any measurable means to meeting the school's mission. It fails to connect how all Williamson County students attending this school will be successful in this approach with a clear connection to supporting data relative to our community. After reviewing all follow-up questions and answers from the applicant, this remains the same.		13, 14, 15

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: - The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. - The applicant provides a sound rationale for selecting the community where the school will locate. - The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. - For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I noted no strengths for this area of the application.		16, 17, 18
Concerns/Questions		Page
After reviewing this section, it is still unclear why the community was selected. Page 16 references that a classical education is needed for families who cannot afford it, but the location selected doesn't have a heavy concentration of economically disadvantaged families and no transportation is planned. The enrollment demographics do not seem reasonable based on the community description.		16
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I noted no strengths for this area of the application.		16, 17, 18
Concerns/Questions		Page
After reviewing this section, it is still unclear why the community was selected. Page 16 references that a classical education is needed for families who cannot afford it, but the location selected doesn't have a heavy concentration of economically disadvantaged families and no transportation is planned. The enrollment demographics do not seem reasonable based on the community description.		16

1.3 ACADEMIC FOCUS AND PLAN

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: - The school's academic focus aligns with the school's mission and vision. - The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. - The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. - If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. - The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. - An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The focus of Founders to offer a Classical education matches their stated vision and mission.		19-24
Concerns/Questions		Page
It seems that this section misses the point of connecting to the students of Williamson County and within TN. No evidence is sited to ensure they can or will meet the state standards. Not all content areas are addressed (science) and remediation or an alternative approach for students who aren't learning is missing.		19-24
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The focus of Founders to offer a Classical education matches their stated vision and mission.		19-24
Concerns/Questions		Page
It seems that this section misses the point of connecting to the students of Williamson County and within TN. No evidence is sited to ensure they can or will meet the state standards. Not all content areas are addressed (science) and remediation or an alternative approach for students who aren't learning is missing.		19-24

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
A screener is identified in this section with weekend support for those who need Saturday help.		25-26
Concerns/Questions		Page
There is no evidence in this section that the applicant has reviewed the TN standards for RTI nor is there a plan on how remediation will take place. It doesn't appear that they pulled any WCS data in setting their goals. I wonder where they data came from and why they haven't looked more closely at what is working well or not working well within our district before creating a plan of how they will meet the needs of our students. That is concerning as the goals are general and no plans are listed for progress monitoring.		25-26
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
A screener is identified in this section with weekend support for those who need Saturday help.		25-26
Concerns/Questions		Page

There is no evidence in this section that the applicant has reviewed the TN standards for RTI nor is there a plan on how remediation will take place. The team stated in their interview that the data isn't WCS data, but rather from another existing school in another state. It doesn't appear that they pulled any WCS data in setting their goals. It is concerning as the goals are general and seem to be a carbon copy of what they would do in any district in any state rather than creating a plan for our specific community. There are no specific plans for remediation, meeting the state RTI expectations, or meeting the specific needs of WCS students.	25-26

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Not applicable		
Concerns/Questions		Page
Not applicable		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Not applicable		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Concerns/Questions	Page
Not applicable	

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

No noted strengths were found in this area.

29-31

Concerns/Questions

Page

Again, this application doesn't appear to be taking TN state standards, graduation requirements, or state expectations of public schools into consideration. It is very concerning that an applicant would propose to open a school in a state or community without taking time to examine state requirements, expectations, and the district's current pace in reaching those standards. The academic plan mentions teaching Algebra I over two years, which wouldn't meet graduation requirements for general education students. There is no explanation of how GPAs are calculated at the high school level, assurance of college readiness, or engaging approaches to keep at-risk students from dropping out. This section leaves a concern that the level of success our students reach by the end of high school would be significantly decreased without a strategic plan specific to our community that would ensure student success.

29-31

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

No noted strengths were found in this area.

29-31

Concerns/Questions

Page

Again, this application doesn't appear to be taking TN state standards, graduation requirements, or state expectations of public schools into consideration. It very concerning that an applicant would propose to open a school in a state or community without taking time to examine state requirements, expectations, and the district's current pace in reaching those standards. The academic plan mentions teaching Algebra I over two years, which wouldn't meet graduation requirements for general education students. There is no explanation of how GPAs are calculated at the high school level, assurance of college readiness, or engaging approaches to keep at-risk students from dropping out. This section leaves a concern that the level of success our students reach by the end of high school would be significantly decreased without a strategic plan specific to our community that would ensure student success. These concerns were not answered satisfactory with our team's follow-up questions to the applicant.	29-31

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
There were no noted strengths for this section.	32-33	
Concerns/Questions	Page	
There is no alignment of assessments to state standards or expectations in TN. There is mention that the data management will be overseen by a team in Dallas. A theme exists that no attention is given to the individual student needs in Williamson County, TN, or how teams will respond when a singular approach isn't successful. There is no built into the day for reteaching or support for struggling students. I fear students who would attend this school would receive a significantly less rigorous education than they are currently receiving and would fail to meet the state minimum requirements.	32-33	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
There were no noted strengths for this section.	32-33	
Concerns/Questions	Page	
There is no alignment of assessments to state standards or expectations in TN. There is mention that the data management will be overseen by a team in Dallas. A theme exists that no attention is given to the individual student needs in Williamson County, TN, or how teams will respond when a singular approach isn't successful. There is no built into the day for reteaching or support for struggling students. I fear students who would attend this school would receive a significantly less rigorous education than they are currently receiving and would fail to meet the state minimum requirements. Training for teachers is missing on how to respond live to the students as they are teaching to ensure they know how to respond with intervention and have the time to do it.	32-33	
1.8 SCHOOL CALENDAR AND SCHEDULE		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programing is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No noted strengths in this section of the application.		34-35
Concerns/Questions		Page
This part of the rubric wasn't addressed with detail in the application, making it hard to score. We are requesting to see the calendar, schedule, intervention plan, and extra-curricular information. The Saturday School mentioned falls short of true intervention.		34-35
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
A sample student schedule was sent from another charter school to show our team how the applicant may put a schedule together here in Williamson County to meet the instructional needs for s		
Concerns/Questions		Page

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	Does Not Meet Standard
Strengths		Page
Specific strategies were listed for meeting the needs of gifted students and English Learners.		36-40
Concerns/Questions		Page
This area of the application specifically omits specifics to meet the indicators of the rubric for leadership in addressing special populations, creating a hiring plan for these specific roles, determining who does evaluations and re-evaluations, plans to ensure students with disabilities access general education curriculum, and exit plans for students with disabilities receiving services. The application leaves doubt that the applicant understands gifted students have IEPs. I specifically have concerns that expectations will be lowered for high concentrations of at-risk students without more specific planning in meeting the needs of students while helping them reach high standards.		36-40
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Specific strategies were listed for meeting the needs of gifted students and English Learners.		36-40
Concerns/Questions: This area of the application specifically omits specifics to meet the indicators of the rubric for leadership in addressing special populations, creating a hiring plan for these specific roles, determining who does evaluations and re-evaluations, plans to ensure students with disabilities access general education curriculum, and exit plans for students with disabilities receiving services. The application leaves doubt that the applicant understands gifted students have IEPs. I specifically have concerns that expectations will be lowered for high concentrations of at-risk students without more specific planning in meeting the needs of students while helping them reach high standards. A strategy was added in response to our questions to the applicant, however the strategy of scaffolding for gifted students is not an appropriate instructional strategy. That strategy is more appropriate for a student who can't access grade level content. This critical misalignment of an appropriate instructional strategy is concerning.		

1.10 SCHOOL CULTURE AND DISCIPLINE

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
There is a clear vision outlined in the application with elements of supporting school culture.		41-42
Concerns/Questions		Page
The application only meets the rubric expectations partially. The handbook provided in the application does not align to expectations in TN. The intervention of Saturday School is described as punitive but listed as an academic intervention, which is misaligned to meeting the academic intervention needs of students during the school day. The handbook doesn't meet the needs of elementary and focus primarily on secondary. Attachment C doesn't align to TN, but references Texas law.		41-42, attachments
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
There is a clear vision outlined in the application with elements of supporting school culture.		41-42
Concerns/Questions		Page
The application only meets the rubric expectations partially. The handbook provided in the application does not align to expectations in TN. The intervention of Saturday School is described as punitive but listed as an academic intervention, which is misaligned to meeting the academic intervention needs of students during the school day. The handbook doesn't meet the needs of elementary and focus primarily on secondary. Attachment C doesn't align to TN, but references Texas law. When the applicant was asked about this misalignment, we were asked to identify the differences for the applicant instead of them working to ensure their applicant meets TN law and standards. It isn't the responsibility of the review committee to research TX law to teach them the applicant the differences. I found the question to be concerning.		41-42, attachments

1.11 RECRUITMENT AND ENROLLMENT

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The application describes an enrollment plan.		42-45, attachments
Concerns/Questions		Page
The application continues to reference other states and not TN (page 44). The recruitment plan mentions translating to Spanish, but not other languages that families in Williamson County will need. There are conflicts between enrollment and recruitment wording in attachments B and D. It is unclear if FSSD students will also be recruited for the K-8 school.		43-45, attachments
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The application describes an enrollment plan.		42-45, attachments
Concerns/Questions		Page
The application continues to reference other states and not TN (page 44). The recruitment plan mentions translating to Spanish, but not other languages that families in Williamson County will need. There are conflicts between enrollment and recruitment wording in attachments B and D. It is unclear if FSSD students will also be recruited for the K-8 school. The follow-up to our committee questions indicated that they plan to recruit from current nonpublic and home school students, but there still isn't a clear indication that the applicant understands our community and how to meet their needs.		43-45, attachments

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application does not address the indicators of this rubric. No strengths exist.		46-47
Concerns/Questions		Page
The application doesn't address the indicators of this rubric. There is no evidence of a plan. We hope to have this addressed by the applicant when they follow-up with us.		46-47
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		
The application does not address the indicators of this rubric. No strengths exist.		
Concerns/Questions		
When the applicant had the opportunity to complete their application, send us additional documents, and answer our posed questions, the indicators of this rubric still were not addressed.		

SUMMARY COMMENTS

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

Summary Rating for Entire Academic Plan Design and Capacity

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: This application has a clear mission focused on classical education. Weaknesses/Questions: The application fails to align its instruction, plans, or assessments with TN standards and expectations. There is no clear plan in the application to address the learning differences of students, it lacks research-based intervention strategies, and it lacks a research basis for effectively continuing high achievement for our most gifted and advanced learners.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: This application has a clear mission focused on classical education. Weaknesses/Questions: The application fails to align its instruction, plans, or assessments with TN standards and expectations. There is no clear plan in the application to address the learning differences of students, it lacks research-based intervention strategies, and it lacks a research basis for effectively continuing high achievement for our most gifted and advanced learners.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The initial Board composition appears to have sufficient experience in the fields indicated and commits to annual board training.		Page 50
Concerns/ Questions		Page
Does not meet the indicators of this section of the rubric. The application is missing details on how school performance and success will be measured. There are no board policies in attachment F. Page 50 has an unclear process for complaints or grievances.		Page 49-50
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The initial Board composition appears to have sufficient experience in the fields indicated and commits to annual board training.		50
Concerns/ Questions		Page
Does not meet the indicators of this section of the rubric. The application is missing details on how school performance and success will be measured. There are no board policies in attachment F. Page 50 has an unclear process for complaints or grievances.		49-50
2.2 START-UP PLAN		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application doesn't address the indicators of this rubric. No strengths exist.		51-52
Concerns/Questions		Page
The applicant does not meet the standard as the timeline does not allow for site selection, prep, renovations, ordering, etc. It is stated that many teachers are not equipped to teach in a classical school. Given the already difficult teacher shortage, how can you be sure you will get the caliber teachers you will need? Under Academics expectations, it is stated that it can take up to four years to fully implement the classical teaching methods. Is that every year for incoming students or just the initial start of the school? These appear to be great challenges to overcome.		Page 51
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There is no evidence of strengths in this section		51
Concerns/ Questions		Page
The applicant does not meet the standard as the timeline does not allow for site selection, prep, renovations, ordering, etc. It is stated that many teachers are not equipped to teach in a classical school, but no further explanation was given to substantiate that this will not produce an additional challenge to the teacher shortage already surfacing in TN.		51

2.3 FACILITIES

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicant has a commercial realtor working on site acquisition.		51
Concerns/Questions		Page
The application does not meet the standard of the rubric. No site has been selected and there is no evidence that the facility will provide proper space or align with the allocated budget. The back-up plans do not appear to be sufficient.		Page 53-55
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
They have a realtor exploring sites.		54
Concerns/ Questions		Page
Post-interview response indicated strong reliance on philanthropy to cover shortfalls beyond stated facility budget, and provided no firm info with respect to actual sites being considered/negotiated. The application does not meet the standard of the rubric. No site has been selected and there is no evidence that the facility will provide proper space or align with the allocated budget. The back-up plans do not appear to be sufficient.		53-55

2.4 PERSONNEL/ HUMAN CAPITAL

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The school's organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		56-59
Concerns/Questions		Page
The application fails to meet the expectations of the rubric. There is not a detailed Org Chart provided, I am still unsure of the recruiting and hiring practices and whether they are likely to result in diverse leadership or staffing that reflects the student body. There is no policy provided for addressing unsatisfactory leadership or teacher performance and turnover. No employee or personnel policy manual is provided. Attachment G states that ResposniveD is doing all HR, payroll and professional development. I don't see that they have done this work in TN previously and the application in general fails to make appropriate organizational connections to our community or state. This leaves many concerns as it doesn't meet the state rubric and can honor needs of our community.		56-59
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		56-59
Concerns/ Questions		Page
The application fails to meet the expectations of the rubric. There is not a detailed Org Chart provided, I am still unsure of the recruiting and hiring practices and whether they are likely to result in diverse leadership or staffing that reflects the student body. There is no policy provided for addressing unsatisfactory leadership or teacher performance and turnover. No employee or personnel policy manual is provided. Attachment G states that ResposniveD is doing all HR, payroll and professional development. I don't see that they have done this work in TN previously and the application in general fails to make		56-59

SECTION 2 – OPERATIONS PLAN AND CAPACITY

appropriate organizational connections to our community or state. This leaves many concerns as it doesn't meet the state rubric and can honor needs of our community.	

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application does include twenty days of professional development.		60
Concerns/Questions		Page
This section of the of the application on is not very well developed and raises a concern for the level awareness among staff for inclusiveness and cultural sensitivity. The plan is missing detail on how training of teachers will be conducted for students with disabilities that require an IEP.		60-62
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application does include twenty days of professional development.		60
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

This section of the of the application on is not very well developed and raises a concern for the level awareness among staff for inclusiveness and cultural sensitivity. The plan is missing detail on how training of teachers will be conducted for students with disabilities that require an IEP. Interview responses on this topic failed to give specifics. There does not appear to be awareness of the need to seek feedback in order to reassess the effectiveness of the "whole group approach" in meeting the needs of all students.	P 61

2.6 INSURANCE		
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		63
Concerns/Questions		Page
The application does not meet the indicators of the rubric due to missing list of coverage in attachments. Nothing is provided in Attach J.		63
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

The application does not meet the indicators of the rubric due to missing list of coverage in attachments. Nothing is provided in Attach J.	

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: - The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. - The applicant has a sound plan for oversight of its transportation operations. - The applicant has a plan for transporting special needs students where necessary. - The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		64
Concerns/Questions		Page
The application states they will not provide transportation. There is a concern that the targeted population, especially economically disadvantaged students, will be denied proper access.		64
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		64
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

The application states they will not provide transportation. There is a concern that the targeted population, especially economically disadvantaged students, will be denied proper access.	64

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		65
Concerns/Questions		Page
The application indicates that the applicant will apply for the National School Lunch Program, but they haven't yet. We have concerns that due to the length of time required for approval that it will not fit within their timeline. It isn't clear who will actually administer the food program as the application indicates an administrative assistant will prepare and serve meals, but the budget plan shows a Nutrition Services position. The application is missing plans for how they will collect and keep confidential the free and reduced lunch information from families.		65
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		
Concerns/ Questions		Page
The application indicates that the applicant will apply for the National School Lunch Program, but they haven't yet. We have concerns that due to the length of time required for approval that it will not fit within their timeline. It isn't clear who will actually administer the food program as the application indicates an administrative assistant will prepare and serve meals, but the budget plan shows a Nutrition Services position. The application is missing plans for how they will collect and keep confidential the free and reduced lunch information from families.		

2.9 ADDITIONAL OPERATIONS

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application does plan for custodial general maintenance, and a safety official.		58, 67
Concerns/Questions		Page
The application indicates they will focus on teacher-centered instruction, but does have a limited plan for computer access. It states a plan for 40 laptops for over 1000 students. This will not be sufficient for administering state assessments or providing access to the online resources mentioned in the handbook. The application is also missing enough information about the data management system for us to determine if it will protect the privacy of student information. There is no information about how the charter will meet the health and safety requirements of the state of TN. It is also unclear what the responsibilities of the Safety Official will be.		58, 66, 67
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application does plan for custodial general maintenance, and a safety official.		58, 67
Concerns/ Questions		Page
The application indicates they will focus on teacher-centered instruction, but does have a limited plan for computer access. It states a plan for 40 laptops for over 1000 students. This will not be sufficient for administering state assessments or providing access to the online resources mentioned in the handbook. The application is also missing enough information about the data management system for us to determine if it will protect the privacy of student information. There is no information about how the charter will meet the health and safety requirements of the state of TN. It is also unclear what the responsibilities of the Safety Official will be.		

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: - If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. - There is a clear division of roles between the board and the CMO. - There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. - If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination		
Initial Application Review		
☐ Meets or Exceeds Standard	X Partially Meets Standard	Does Not Meet Standard
Strengths		Page
The application gives details on selecting the CMO, the rationale for that selection, and the operational and instructional responsibilities.		68-71
Concerns/Questions		Page
The application is unclear about the connection between their choice of ResponsiveED and Hillsdale College on page 69. When reviewing attachment K, so few details are given it is not possible to determine if the applicant can meet the expectations of this standard.		68-71, attachments
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		68-71
Concerns/ Questions		Page
The application is unclear about the connection between their choice of ResponsiveED and Hillsdale College on page 69. When reviewing attachment K, so few details are given it is not possible to determine if the applicant can meet the expectations of this standard. Thematically the application details don't come close to meeting the expectations of the rubric to the point that I question whether the applicant reviewed the expectations of Charters in TN or the rubric before completing the application. If care isn't given to the process, how much care will be given to the students and families of our community and to teaching and learning if approved?		68-71, attachments

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There are no needed waivers noted.		72-73
Concerns/Questions		Page
Without waivers and without details of how state expectations will be met, there are concerns that this applicant is not prepared to meet the needs of our students and families and/or will put plans together at the last minute that will fall short of the standards of education within our state/community and lead to regression of our students.		72-73
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		72-73
Concerns/ Questions		Page
Without waivers and without details of how state expectations will be met, there are concerns that this applicant is not prepared to meet the needs of our students and families and/or will put plans together at the last minute that will fall short of the standards of education within our state/community and lead to regression of our students.		72-73
2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		74
Concerns/Questions		Page
This section is blank and there is no attachment L. Does the applicant not have a plan or was it an oversight?		74
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application fails to meet the rubric and no strengths are noted.		74
Concerns/ Questions		Page
The applicant failed to submit any information on this section.		74

2.13 NETWORK MANAGEMENT

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

The application fails to meet the rubric and no strengths are noted.

75-77

Concerns/Questions

Page

This section is blank and no attachment M is provided.

75-77

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

The application fails to meet the rubric and no strengths are noted.

75-77

Concerns/ Questions

Page

This section is blank and no attachment M is provided.

75-77

2.14 NETWORK GOVERNANCE

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response:

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

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

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

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

The application fails to meet the rubric and no strengths are noted.

78

Concerns/Questions

Page

This section is left blank.

78

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

The application fails to meet the rubric and no strengths are noted.

78

Concerns/ Questions

Page

This section is left blank.

78

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS

Characteristics of a strong response:

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

Initial Application Review

SECTION 2 – OPERATIONS PLAN AND CAPACITY

☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard

Strengths	Page
The application fails to meet the rubric and no strengths are noted.	79-81

Concerns/Questions	Page
This section is left blank.	79-81

Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard

Strengths	Page
The application fails to meet the rubric and no strengths are noted.	79-81

Concerns/ Questions	Page
This section is left blank.	79-81

SECTION P CAPACITY
2 OPERATIONS LAN AND

SUMMARY COMMENTS

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

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The applicant notes experienced CMOs to handle operations issues. Weaknesses/Questions: Such few details were given in relationship to the expectations of the TN and the rubric, it made scoring this application very difficult. No facility has been selected, application sections were left completely blank even after giving the applicant time to answer questions and submit missing aspects of the rubric, and an explanation of how the CMO is prepared to lead TN schools is omitted. Sufficient plan and budgeting to support the plan are missing.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The applicant notes experienced CMOs to handle operations issues. Weaknesses/Questions: Such few details were given in relationship to the expectations of the TN and the rubric, it made scoring this application very difficult. No facility has been selected, application sections were left completely blank even after giving the applicant time to answer questions and submit missing aspects of the rubric, and an explanation of how the CMO is prepared to lead TN schools is omitted. Sufficient plan and budgeting to support the plan are missing.		

3 – FINANCIAL LAN AND

3.1 & 3.2 CHARTER SCHOOL FINANCING

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

The application fails to meet the rubric and no strengths are noted.

82-83

Concerns/Questions

Page

The application doesn't meet the expectations of the rubric due to unclear procedures, policies, systems, processes, protocols, and planning for this charter. The budget seems insufficient for all the missing parts making the viability of this school opening and operating in the best interest of children unlikely or unable to predict. Viability of core programming shouldn't be a guessing game when it comes to education. The application continues to shift responsibility for these details to the CMO, but doesn't address the specifics of how the CMO will do the work. Shifting responsibility doesn't lead to confidence that the work will be done, but rather creates more questions about oversight, responsibility, and understanding by the charter leadership team of the organizational and instructional work taking place.

82-83,
attachments

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

The application fails to meet the rubric and no strengths are noted.

82-83

Concerns/ Questions

Page

The application doesn't meet the expectations of the rubric due to unclear procedures, policies, systems, processes, protocols, and planning for this charter. The budget seems insufficient for all the missing parts making the viability of this school opening and operating in the best interest of children unlikely or unable to predict. Viability of core programming shouldn't be a guessing game when it comes to education. The application continues to shift responsibility for these details to the CMO, but doesn't address the specifics of how the CMO will do the work. Shifting responsibility doesn't lead to confidence that the work will be done, but rather creates more questions about oversight, responsibility, and understanding by the charter leadership team of the organizational and instructional work taking place.

82-83,
attachments

3 – FINANCIAL LAN AND

3.3 NETWORK FINANCIAL PLAN

SECTION

P

CAPACITY

Characteristics of a strong response:

- The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy.
- The applicant provides a complete, realistic, and viable budget for the network (**Attachment P**). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable.
- The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

The application fails to meet the rubric and no strengths are noted.

84-85

Concerns/Questions

Page

The application's budget lacks detail and viability.

84-85,
attachments

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

The application fails to meet the rubric and no strengths are noted.

84-85

Concerns/ Questions

Page

The application's budget lacks detail and viability.

84-85,
attachments

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

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

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The application fails to meet the rubric and no strengths are noted. Weaknesses/Questions: The budget is not sufficient to meet the needs of the school and projected enrollment. The application is missing detail.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The application fails to meet the rubric and no strengths are noted. Weaknesses/Questions: The budget is not sufficient to meet the needs of the school and projected enrollment. The application is missing detail.		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE

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



TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

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

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

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

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

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

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

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

Guidance for Reviewers:

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

Strengths of the academic plan

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

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

Weaknesses of the academic plan

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

Strengths of the operations plan

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

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

Weaknesses of the operations plan

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

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

Strengths of the financial plan

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

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

Weaknesses of the financial plan

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

Instructions for Reviewers:

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

Category	APPLICANT TYPE	DESCRIPTION	REQUIRED SECTIONS
1	New-start applicant	Sponsor with no existing schools	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.11 - Financial Plan and Capacity: 3.1 and 3.2
2	Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school OR Operator with existing schools outside of Tennessee	- Academic Plan Design and Capacity: 1.1 through 1.12 - Operations Plan and Capacity: 2.1 through 2.15 - Financial Plan and Capacity: 3.1 through 3.3 - Portfolio Review and Performance Record: 4.1
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.12 through 2.15 - Financial Plan and Capacity: 3.1, through 3.3 - Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	Submit original application - Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12 - Operations Plan and Capacity: 2.2, 2.3, 2.7, 2.9(g), and 2.10(b) - Financial Plan and Capacity: 3.1 and 3.2 - Portfolio Review and Performance Record: 4.1

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

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

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

Evaluator Name: Emily Whitson

Proposed School Name: Founder's Classical Academy

Application includes an Executive Summary.

Yes ☐

No ☐

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	x Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
They are committed to providing a classical education. Their mission statement is linked to at least three of the purposes of charter schools.		13-14
Concerns/Questions		Page
The mission is not measurable. The mission did not outline a clear plan for closing achievement gaps. They don't offer a range of opportunities for all students. The school follows a precise method of providing an education.		13-14
Final Application Review		
☐ Meets or Exceeds Standard	X Partially Meets Standard	Does Not Meet Standard
Strengths		Page
They are committed to providing a classical education. Their mission statement is linked to at least three of the purposes of charter schools.		13
Concerns/Questions		Page
The interview and post interview answer did not answer the questions or concerns. The mission is not measurable. The mission did not outline a clear plan for closing achievement gaps. They don't offer a range of opportunities for all students. The school follows a precise method of providing an education.		13-14

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None noted		16-17
Concerns/Questions		Page
The school does not clearly define where they intend to draw students'. One of the proposed locations is in the Franklin Special District not Williamson County. The academic performance and enrollment trends do not seem accurate or up to date. It does not state where those statistics were pulled. They do not have knowledge of the local community and needs of Williamson County. All data seems to be from charter schools in Texas and Arkansas. They state they want to provide classical education to economically disadvantaged, but the locations they are proposing are not areas that would serve this population. No background information to explain enrollment projections.		16-17
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		16-18
Concerns/Questions		Page
My concerns were not adequately addressed in the interview or post interview responses. The school does not clearly define where they intend to draw students'. One of the proposed locations is in the Franklin Special District not Williamson County. The academic performance and enrollment trends do not seem accurate or up to date. It does not state where those statistics were pulled. They do not have knowledge of the local community and needs of Williamson County. All data seems to be from charter schools in Texas and Arkansas. They state they want to provide classical education to economically disadvantaged, but the locations they are proposing are not areas that would serve this population. No background information to explain enrollment projections.		16-18

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
The school's academic focus aligns with the school's mission and vision.	20-24	
Concerns/Questions	Page	
The curriculum does not align to the TN state standards. Their curriculum does not meet the needs of the targeted population. They don't provide much information on math curriculum. The curriculum does not support the growth of all students. They don't outline the HS graduation requirements.	20-24	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
The school's academic focus aligns with the school's mission and vision.	20-24	
Concerns/Questions	Page	
The school did provide a HS graduation requirement in the post interview but has not determined what web-based platform for assessment data and ensure they are meeting the TN state requirements.	20-24	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: - Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. - Academic goals support the mission and vision of the school. - The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. - There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. - The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. - Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. - The school's promotion/retention and exit policies and standards are rigorous and clearly defined.		
Initial Application Review		
☐ Meets or Exceeds Standard	X Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		25-27
Concerns/Questions		Page
Don't understand the baseline numbers or how they calculated their improvement rates. I don't think they have a grasp on understanding Williamson County student needs and based all their answers on TX and AK. What is Met standard score of 40?		25-27
Final Application Review		
☐ Meets or Exceeds Standard	X Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		25-27
Concerns/Questions		Page

Don't understand the baseline numbers or how they calculated their improvement rates. I don't think they have a grasp on understanding Williamson County student needs and based all their answers on TX and AK.	25-27

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		
Concerns/Questions		Page
NA		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Concerns/Questions	Page
NA	

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

None

29-31

Concerns/Questions

Page

They don't provide information needed to determine if they would TN graduation requirements. No mention of Algebra II. Social Studies does not meet the TN state requirements. They expect all students to earn a general education diploma which means they would not be able to serve all students with disabilities. Speech and debate do not meet the fine arts requirement in TN.

29-31

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

None

29-31

Concerns/Questions

Page

While they require more than enough credits for TN requirements the classes don't line up with our state standards. They expect all students to earn a general education diploma which means they would not be able to serve all students with disabilities. Did not clearly lay out effective structures and systems to address students at risk.	29-31

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
None	32-33	
Concerns/Questions	Page	
Not aligned with TN state standards. All information provided is in reference to TX.	32-33	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
None	32-33	
Concerns/Questions	Page	
Not aligned with TN state standards. All information provided is in reference to TX.	32-33	
1.8 SCHOOL CALENDAR AND SCHEDULE		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programing is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		34-35
Concerns/Questions		Page
Did not provide detailed schedules. Only require 174 days. It was not clear if tutoring, enrichment, and extra-curricular activities are built into the schedule. Summer school is only offered for k-2.		34-35
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Provided schedule samples.		34-35
Concerns/Questions		Page
Summer school response is referring to TX not TN. Tiered interventions are not built into the school schedules provided.		34-35

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Characteristics of a strong response: ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There is a plan to identify gifted students.		36-40
Concerns/Questions		Page
Not clear is the leadership team has strong experience working with special populations. There is not a hiring plan or details on adapting the school schedule to address the needs of special populations. The method of identifying students at risk is concerning because it could delay the evaluation process.		36-40
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There is a plan to identify gifted students.		36-4041

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Strengths		Page
They outline a clear and coherent plan.		41
Concerns/Questions		Page
The handbook has only TX laws. It is not relevant to TN. Does not have an expulsion clearly defined in attachment C.		41
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
They outline a clear and coherent plan.		41
Concerns/Questions		Page
They are not updating the handbook until charter is approved.		41

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

None	43-45
Concerns/Questions	Page
Does not address homeless populations. It does not comply with WCS enrollment policies. They have not done any local marketing or outreach to understand WC.	43-45
Final Application Review	
☐ Meets or Exceeds Standard	☒ Partially Meets Standard
☐ Does Not Meet Standard	
Strengths	Page
None	43-45
Concerns/Questions	Page
Does not address homeless populations. It does not comply with WCS enrollment policies. They have not done any local marketing or outreach to understand WC.	43-45

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

None	46
Concerns/Questions	Page
Did not provide attachment E.	46
Final Application Review	
☐ Meets or Exceeds Standard	☐ Partially Meets Standard
☒ Does Not Meet Standard	
Strengths	
None – page 46	
Concerns/Questions	
Did not provide attachment E. - Attachments	

SUMMARY COMMENTS

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

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

Strengths:

They have a clear vision and commitment to providing a classical education to students.

Weaknesses/Questions:

Overall, they have not done the necessary research to provide a completed application to open a charter school in Williamson County. Most of the information provided was related to schools in Texas and Arkansas. The data they provided regarding enrollment, student population, and demographics were not based on current information from Williamson County. They were not knowledgeable or prepared to provide detailed academic information that was in line with TN state standards.

Final Application Review

☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard

Strengths:

They have a clear vision and commitment to providing a classical education to students.

(If Any) Weaknesses:

Overall, they have not done the necessary research to provide a completed application to open a charter school in Williamson County. Most of the information provided was related to schools in Texas and Arkansas. The data they provided regarding enrollment, student population, and demographics were not based on current information from Williamson County. They were not knowledgeable or prepared to provide detailed academic information that was in line with TN state standards. The interview and post interview information did not alleviate my concerns or questions.

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		48-50
Concerns/ Questions		Page
I don't think the local board is set up with people who are knowledgeable enough to run a school, but they are partnering with ResponsiveEd who has experience. However, ResponsiveED has no experience in TN. Only one board member is local to Williamson County. I didn't see a training plan.		48-50
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		48-50
Concerns/ Questions		Page
I don't think the local board is set up with people who are knowledgeable enough to run a school, but they are partnering with ResponsiveEd who has experience. However, ResponsiveED has no experience in TN. Only one board member is local to Williamson County. I didn't see a training plan.		48-50
2.2 START-UP PLAN		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		51-52
Concerns/Questions		Page
The timeline and budget are not detailed enough to be realistic. Contingency plans for finding a location are not available or adequate. They do not have a plan for issues because they haven't spent time researching Williamson County and all plans are based on the charter schools in TX and AK.		51-52
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		51-52
Concerns/ Questions		Page
The timeline and budget are not detailed enough to be realistic. Contingency plans for finding a location are not available or adequate. They do not have a plan for issues because they haven't spent time researching Williamson County and all plans are based on the charter schools in TX and AK.		51-52

2.3 FACILITIES

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		53-55
Concerns/Questions		Page
Inconsistencies in enrollment numbers throughout the application and budget. They don't provide details on potential facilities. There were three possible locations – none of which have space for playgrounds, fields, or currently school locations. Remodeling contingencies are not in mentioned. Locations mentioned not centrally located to service WC as a whole without transportation options. One falls in Franklin Special District. They did not provide a realistic facility contingency plan. They did not have a realistic plan and timeline for a facility to be ready for the 2023-2024 school year.		53-55
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The president of Del Rey Education has commercial real estate experience.		53-55
Concerns/ Questions		Page
Inconsistencies in enrollment numbers throughout the application and budget. They don't provide details on potential facilities. There were three possible locations – none of which have space for playgrounds, fields, or currently school locations. Remodeling contingencies are not in mentioned. Locations mentioned not centrally located to service WC as a whole without transportation options. One falls in Franklin Special District. They did not provide a realistic facility contingency plan. They did not have a realistic plan and timeline for a facility to be ready for the 2023-2024 school year. They did not provide sufficient answers to address the concerns in the interview or post interview.		53-55

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL		
Characteristics of a strong response: ▪ The school's organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		56-59
Concerns/Questions		Page
No detailed organizational chart was provided for the school. There is not a clear hiring strategy in place. Attachment H was not provided. The salary schedule provide is not in line with current pay in Williamson County. ResponsiveEd is listed as the responsible party for all policies, hiring, training, and leadership. Attachment I was not provided.		56-59
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		56-59
Concerns/ Questions		Page
No detailed organizational chart was provided for the school. There is not a clear hiring strategy in place. Attachment H was not provided. The salary schedule provide is not in line with current pay in Williamson County. ResponsiveEd is listed as the responsible party for all policies, hiring, training,		56-59

SECTION 2 – OPERATIONS PLAN AND CAPACITY

and leadership. Attachment I was not provided. They did not provide answers or more documentation to address these concerns.	

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		60-62
Concerns/Questions		Page
ResponsiveED is also in charge of professional development. They do not describe in detail what pre-opening training will occur or how it will be held. I do not think they provide a good plan for professional development for special and diverse populations. It is a one size fits all approach.		60-62
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		60-62
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

ResponsiveED is also in charge of professional development. They do not describe in detail what pre-opening training will occur or how it will be held. I do not think they provide a good plan for professional development for special and diverse populations. It is a one size fits all approach. Concerns and questions not adequately addressed in the interview or post interview. The reliance on ResponsiveED for all services it is hard to evaluate their policies.	60-62

2.6 INSURANCE		
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		63
Concerns/Questions		Page
They did not provide any information on insurance for employer liability, professional liability, or sexual abuse. They also failed to provide attachment J.		63
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		63
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

They did not provide any information on insurance for employer liability, professional liability, or sexual abuse. They also failed to provide attachment J.	63

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		64
Concerns/Questions		Page
They will not be providing transportation. Based on possible locations for facilities the lack of transportation will not allow the school to serve the targeted student populations.		64
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		64
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Post interview they said they would consider transportation, but it doesn't address the concern of serving the targeted students.

64

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		65
Concerns/Questions		Page
The food service is not clear. They mention outsourcing to a vendor, but no further details. They do not mention the NSLP which is another example of not researching our local state requirements before completing the application. They don't address a contingency plan for how they will provide meals if the facility doesn't have an appropriate kitchen. They do not lay out a plan on how it will collect free and reduced price lunch information.		65
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		65
Concerns/ Questions		Page
The food service is not clear. They mention outsourcing to a vendor, but no further details. They do not mention the NSLP which is another example of not researching our local state requirements before completing the application. They don't address a contingency plan for how they will provide meals if the facility doesn't have an appropriate kitchen. They do not lay out a plan on how it will collect free and reduced-price lunch information. They did not address these concerns in interview or post interview.		65

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		66
Concerns/Questions		Page
Only 40 laptops for the entire school – seems low for the number of students. Doesn't address state testing requirements for technology. They don't provide any details for student information managements or school health and nursing services.		66
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		66
Concerns/ Questions		Page
Only 40 laptops for the entire school – seems low for the number of students. Doesn't address state testing requirements for technology. Hiring a nurse for over 300 students is a concern for students with complex medical needs and acceptance of special education students.		66
2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: - If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. - There is a clear division of roles between the board and the CMO. - There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. - If available, the CMO agreement (Attachment K) clearly articulates the proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Claims ResponsiveEd has a record of success in other states.		68
Concerns/Questions		Page
It is not clear how the responsibilities of managing the school will be divided between local board, school administration, and ResponsiveED. There is not a clear plan on conflicts with the CMO. I do not find attachment K articulates any of the information outlined in the last point above.		68-71
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		68-71
Concerns/ Questions		Page
It is not clear how the responsibilities of managing the school will be divided between local board, school administration, and ResponsiveED. There is not a clear plan on conflicts with the CMO. I do not find attachment K articulates any of the information outlined in the last point above. These concerns were not clarified by interview or post interview.		68-71

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	Na- Does Not Meet Standard
Strengths		Page
NA		72
Concerns/Questions		Page
NA		72
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	NA Does Not Meet Standard
Strengths		Page
None		72
Concerns/ Questions		Page
None		72
2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		46
Concerns/Questions		Page
Incomplete section		46
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		46
Concerns/ Questions		Page
Incomplete section		46

2.13 NETWORK MANAGEMENT

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

None

75

Concerns/Questions

Page

Incomplete section

75

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

None

75

Concerns/ Questions

Page

Incomplete section

75

2.14 NETWORK GOVERNANCE

SECTION 2 – OPERATIONS PLAN AND CAPACITY

Characteristics of a strong response:

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

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

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

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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

None

78

Concerns/Questions

Page

Incomplete section

78

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

None

78

Concerns/ Questions

Page

Incomplete section

78

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS

Characteristics of a strong response:

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

Initial Application Review

S ECTION 2 – OPERATIONS PLAN AND CAPACITY

☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		79
Concerns/Questions		Page
Incomplete section		79
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None		79
Concerns/ Questions		Page
Incomplete section		79

SECTION P CAPACITY
2 OPERATIONS LAN AND

SUMMARY COMMENTS

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

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: ResponsiveED has a network, systems, and plans in place to run a charter school. Weaknesses/Questions: I don't feel like the school provided the needed information to appropriately review and grade their charter school application. They heavily rely on ResponsiveED's experience, but they don't have to provide the same information as charter school that already exists.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: ResponsiveED has a network, systems, and plans in place to run a charter school. (If Any) Weaknesses: After the in person interview when we asked for more details regarding the ResponsiveED piece so we could truly evaluate their application we were not provided those details. They have not completed the necessary research to provide the needed details to meet the standards required.		

3 – FINANCIAL LAN AND

3.1 & 3.2 CHARTER SCHOOL FINANCING

SECTION

P

CAPACITY

Characteristics of a strong response:

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

Initial Application Review

☐ Meets or Exceeds Standard

☒ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

Anticipate fundraising of \$1M

82-83

Concerns/Questions

Page

They did not explain their start up funding in any detail. No fundraising expenses related to the \$1million fundraising prior to the school opening. No sound criteria for selecting contractors. They did not provide any assumption notes that would help understand their budget numbers and reasoning. They did not provide financial procedures, policies, systems, and processes for accounting, payroll, and independent audits. The budgets are not complete with realistic numbers as they were presented. Attachment O did not clearly explain and support revenue and cost assumptions.

82-83

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

Anticipate fundraising of \$1M

82-83

Concerns/ Questions

Page

They failed to provide any of the updates or details requested during the interview. All of our original concerns were not addressed.

82-83

3 – FINANCIAL LAN AND

3.3 NETWORK FINANCIAL PLAN

SECTION

P

CAPACITY

Characteristics of a strong response:

- The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy.
- The applicant provides a complete, realistic, and viable budget for the network (**Attachment P**). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable.
- The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ NA Does Not Meet Standard

Strengths

Page

None

84

Concerns/Questions

Page

NA

84

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ NA Does Not Meet Standard

Strengths

Page

None

84

Concerns/ Questions

Page

They are not applying as a network, but heavily rely on ResponsiveED and schools in their network for their data.

84

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

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

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths: Completed the budget forms. Weaknesses/Questions: They failed to provide assumption notes for most budget items. They did not provide any detail on how they would fundraise the initial \$1M. They did not provide any fundraising expenses in the start up year. The overall budget was lacking necessary detail to actually evaluate.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: (If Any) Weaknesses: We requested an updated and more complete budget so we could appropriately evaluate the school's financial plan. They did not provide the necessary details or updates to the budget per our request so we could evaluate appropriately.		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE

Characteristics of a strong response:

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

Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

NA Does Not Meet Standard

Strengths

Page

NA

86

Concerns/Questions

Page

NA

86

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

NA Does Not Meet Standard

Strengths

Page

NA

86

Concerns/ Questions

Page

NA

86

WCS Communication Plan

presented April 2022

Our Vision

Williamson County Schools will provide a supportive environment where students are challenged to pursue excellence in academics, athletics, and the arts.

Introduction

In WCS Superintendent Jason Golden's annual goals for 2021-22, the Williamson County Board of Education established the following:

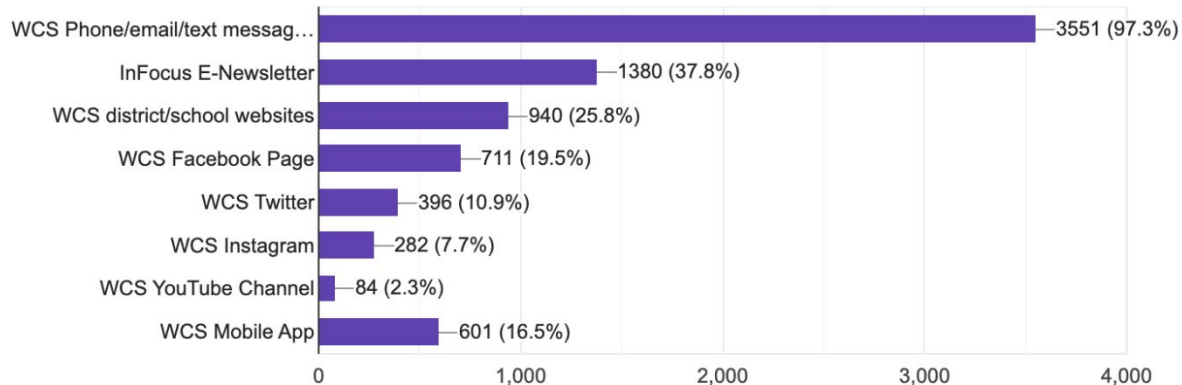
"Performance Goal 2: Develop a communication plan to include external WCS stakeholders; continue to evaluate communications strategies with internal stakeholders."

The WCS Communication Plan focuses on work toward that goal. In December 2021, the Communications Department conducted an online survey among Williamson County parents, students, employees, residents and community members. Those surveyed indicated they were mostly pleased with the efforts of the department with 97 percent indicated they prefer to receive information from Williamson County Schools via phone/email/text message (see image below).

Of the district resources listed below, how do you prefer to receive information from Williamson County Schools? (Check all that apply)

 Copy

3,649 responses



Other communication tools that received high marks include the district's e-newsletter, InFocus, which has had an average open rate of 63 percent this school year. To put that in perspective, the most recent data suggests the average open rate for newsletters in the education industry ranges anywhere from 22 to 29 percent.

While many of the survey respondents encouraged the continuation of the communication tools currently in use, some offered additional ideas for improvement. They include suggestions from incorporating tools like Nixle and Nextdoor into our communication efforts to creating a specific “community page” on the WCS website.

As a department, we will use the results of this survey to explore and utilize multiple outreach tools to communicate with the greater Williamson County community. With that in mind, we understand that:

- Maintaining open, two-way communication with stakeholders is essential for building relationships and trust.
- The global pandemic of the past two years has affected communication efforts and strategies.
- As the Williamson County community continues to grow and evolve, so must the Communications Department.
- The success of the WCS Communications Plan depends upon the support and involvement of all staff members, parents, administrators, School Board members, the Superintendent, Leadership Team and Williamson County community.

The WCS Communications Plan will be reviewed annually by the department.

Target Audiences

Internal	External
• Parents of current students • Parent organizations • Students • WCS employees • School Board • Advisory Committees • School Volunteers	• District taxpayers • Prospective parents • Government and elected officials • Chambers and businesses • Civic organizations • News media • Adults without children in schools • Faith-based organizations

Communication Goals

1. Establish an effective plan to improve engagement and communication.
2. Promote community involvement and build partnerships that serve to enhance the educational experience of Williamson County Schools students.
3. Continue to evaluate and improve communications strategies with internal stakeholders.

Strategies to Meet Communication Goals

1. Communication Goal

Establish an effective plan to improve engagement and communication.

Strategies

- Create an Assistant Director of Community Engagement position to oversee the district's communication efforts with the greater Williamson County community.
- Utilize Video Producer position to focus on community engagement.
- Establish an Assistant Webmaster for Elementary Schools position to ensure that school information is consistent across the district.
- Continue to find ways to use and improve established methods of communication.

2. Communication Goal

Promote community involvement and build partnerships that serve to enhance the educational experience of Williamson County students.

Strategies

- Assistant Director of Community Engagement will pursue opportunities for community engagement to include building working relationships with business, civic and other community groups.
- Explore recreating the WCS Ambassador program to engage local business/community leaders to advocate on behalf of the district.
- Support Superintendent's Office in promoting community engagement events hosted by WCS.
- Work with Superintendent's Office to coordinate speaking opportunities for district leadership at civic, business and parent organization meetings.
- Increase video production to reach segments of the Williamson County community who may not currently have students enrolled in WCS.

3. Communication Goal

Continue to evaluate and improve communications strategies with internal stakeholders.

Strategies

- Produce digital and video media to increase awareness and support of district initiatives and special events.
- Support Superintendent's Office in sharing timely information that affects employees.

- Provide annual training in August for Good News Ambassadors who represent each school.
- Provide a supplement to Good News Ambassadors at schools without a high school TV/Film program.
- Provide ongoing training and support for middle and high school webmasters.
- Staff members and administrators with official WCS Twitter accounts and School Board members with Twitter accounts are encouraged to retweet important district information or information affecting their school communities.
- Staff members, administrators and School Board members with personal social media accounts are encouraged to share important district information or information about their school communities from the district sites.

Communications Staff Members

- Executive Director of Communications – Carol Birdsong
- Assistant Communications Director – Cory Mason
- Communications Coordinator – Angie McKee
- Digital Content Producer – Rebecca Prather
- Video Producer – Steve Chessor
- Video Producer – Parker Morley
- District Webmaster – Karianne Annastas
- Assistant District Webmaster/Graphic Designer – Kersta Mello

School Board Overnight Field Trip Report

Trip ID	Trip Date	Return Date	Approved	Origin	Trip Name	Trip Type	Activity Type	#	Destination
34371	4/22/2022	4/27/2022	3/22/2022	Brentwood High	ICDC	CTE Trip	Career/Technical - DECA	6	Atlanta Convention Center
Notes/Fees over100. \$200 per IHS student. IHS will meet at Brentwood High School at 4pm to ride charter bus to Atlanta.									
34295	5/4/2022	5/8/2022	3/22/2022	Brentwood High	2022 VRC World High School	Academic Field Trip	9th - 12th grade	13	Kay Bailey Hutchinson Convention Ctr Dallas
Notes/Fees over100 - Cost \$2,400. Registration Fees for two (20 BHS VRC Teams paid by BHS: \$2,400. Parents will either carpool (10 hr drive) or pay for plane tickets to and from Dallas; and, pay for hotel accommodations (4 nights) and meals. Travel URL: https://www.teamtravelsource-facilities.com/vex-robotics									
34464	5/6/2022	5/8/2022	3/31/2022	Brentwood Middle	BMS Quiz Bowl	Academic Field Trip	Quiz Bowl	12	Hyatt Regency O'Hare
Notes/Fees over100 Cost per child is \$160 for the registration. All student's parents have accepted responsibility for lodging and transportation of their children.									
34446	5/8/2022	5/10/2022	3/28/2022	Brentwood Middle	World Robotic Tournament	Academic Field Trip	Robotic Team	16	Kay Bailey Hutchison Convention Center
Notes/Fees All parents responsible for their students' travel and accommodations and cost of each. All parents have agreed to be responsible for transport and accommodations for their students to and from the Robotics Competition. Robotics teacher and Asst Principal will be supervising at the site of the World Robotics competition only.									
33553	3/3/2022	3/5/2022	3/2/2022	Centennial High	DECA State	CTE Trip	Career/Technical - DECA	20	Chattanooga Convention Center
Notes/Fees over100. CTE to Schedule TransportationCost Per Student 150.00 Take to Chattanooga, drop off, return to run the PM route, then go back to Chattanooga									
33554	4/3/2022	4/6/2022	3/10/2022	Centennial High	FBLA State	CTE Trip	Career/Technical-Program	19	Chattanooga Convention Center
Notes/Fees over100. CTE To Arrange TransportationCost Per student 150.00									
34268	4/6/2022	4/7/2022	3/14/2022	Centennial High	Track	Athletic Trip	Track	75	Nolensville High School
Notes/Fees No cost. 2 day track Wilco Championship meet. Starts at 4pm									
34067	4/7/2022	4/10/2022	3/10/2022	Centennial High	Youth in Govt	Academic Field Trip	Youth in Government	10	Double Tree Hotel
Notes/Fees over100. \$375 per student. No driver needed.									
34479	4/8/2022	4/9/2022	3/31/2022	Centennial High	Softball	Athletic Trip	Varsity Softball	13	Caswell Park
Notes/Fees No cost.NO BUS NEEDED									
33740	4/15/2022	4/16/2022	3/30/2022	Centennial High	Track Meet	Athletic Trip	Track	50	University of TN
Notes/Fees No Cost. Fundraising will cover costs. No bus needed.									
34259	4/22/2022	4/27/2022	3/29/2022	Centennial High	DECA ICDC	CTE Trip	Career/Technical - DECA	10	Atlanta Conv. Ctr
Notes/Fees over100. Cost to student estimated \$200.CTE to Arrange Transportation.									
34435	3/25/2022	3/27/2022	3/25/2022	Franklin High	Band trip	Band Trip	Winter Gaurd	29	Atlanta
Notes/Fees NO COSTNO BUS									
33943	3/30/2022	4/2/2022	3/25/2022	Franklin High	FIRST Robotics Competition	Academic Field Trip	9th - 12th grade	14	Knoxville Robotics Regional Contest
Notes/Fees over100 \$150/student, no bus needed, students will be driving with parents.									
34432	4/6/2022	4/9/2022	3/25/2022	Franklin High	Band trip	Band Trip	Winter Gaurd	29	Dayton Ohio
Notes/Fees NO COSTNO BUS									
34317	4/23/2022	4/27/2022	3/29/2022	Franklin High	DECA ICDC	CTE Trip	Career/Technical - DECA	6	Atlanta Conv. Ctr
Notes/Fees over100. \$650 per student, Stop for food and restroom breaks are required									
34106	4/27/2022	4/30/2022	3/7/2022	Nolensville High School	TMEA All-State	Band Trip	Concert	4	Gaylord National Resort & Convention Ctr
Notes/Fees No Cost. No bus/driver needed. All-State.									
34257	4/22/2022	4/27/2022	3/22/2022	Page High	DECA ICDC 2022	CTE Trip	Career/Technical - DECA	17	Atlanta Convention Center
Notes/Fees over100 \$500 per student and fundraising to off set cost. Page High DECA account will pay advisor costs initially and submit for reimbursement from WCS CCTE.									
34255	6/6/2022	6/10/2022	3/24/2022	Page High	FFA Leadership Camp	CTE Trip	Career/Technical FFA	10	Camp Clements
Notes/Fees Driver needed to pick up and drop off. Student cost will be \$75 for the camp.									
34254	6/21/2022	6/26/2022	3/24/2022	Page High	Washington Leadership Conf.	CTE Trip	Career/Technical FFA	4	Washington DC
Notes/Fees No driver needed. Parents arrange transportation for students. Student cost is \$515 for the event.									
33755	3/29/2022	4/5/2022	3/24/2022	Page Middle	Varisty Baseball	Athletic Trip	Varsity Baseball	12	Woodland MS
Notes/Fees									
33969	3/4/2022	3/5/2022	3/2/2022	Ravenwood High	Forensics NatQuals	Academic Field Trip	Forensics	12	Cookeville High School
Notes/Fees No Cost; Estimated number of students but there won't be more than one bus will hold. Request bus driver Wade Williams.Drop off in Cookeville, return for PM routes. Return after routes to pick up									
33605	3/25/2022	3/27/2022	3/24/2022	Ravenwood High	RHS WD to Dayton	Band Trip	Drum Line	28	University of Dayton
Notes/Fees No cost									
33849	3/28/2022	4/8/2022	3/24/2022	Ravenwood High	Skatetime PROgram	Academic Field Trip	9th - 12th grade	343	Ravenwood High
Notes/Fees Cost/student = \$10.00; In-school skate program, March 28 - April 8 in PE/Wellness classes.									
33648	3/30/2022	4/2/2022	3/23/2022	Ravenwood High	TSA State Conference	CTE Trip	Career/Technical TSA	20	Chattanooga Convention Center
Notes/Fees over100. Cost/student = \$75.00 + a maximum of \$200.00 for the hotel; Once the number of students going has been confirmed, the hotel cost per student will be adjusted; CTE to arrange transportation.									
34105	3/31/2022	4/3/2022	3/4/2022	Summit High	Youth in Government	Academic Field Trip	Youth in Government	6	Legislative Plaza Downtown
Notes/Fees over100- \$400 Per Student approximately.									
34066	4/22/2022	4/27/2022	3/4/2022	Summit High	SHS DECA ICDC	CTE Trip	Career/Technical - DECA	5	Atlanta Convention Center
Notes/Fees over100. Number of students is an estimate. Hotel is not known right now. Cost per student not to exceed \$800 (registration, hotel, food, etc.). School store will cover some cost but without knowledge on hotel we cannot be too accurate on cost. CTE will handle transportation set up. We will be traveling with all other CTE DECA groups in WCS. Because of location and time of leaving and departure, we may have to have charter bus instead of school bus. April Jackson in CCTE office will handle.Personal number for questions for Rebekah Brashier is 901-605-6100									