Existing ASD School Sponsors Seeking Authorization from their Home LEA for the 2025-26 School Year
Scoring Criteria

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

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.

Ratings and Criteria

This scoring rubric is divided into subsections that correspond to the subsections of the charter school 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 respects but lacks sufficient detail and/or requires additional information in one or more areas.
Does Not Meet Standard	The response is 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.

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. Reviewers will score each of the subsections under the four categories (academics, operations, finances, and, if applicable, performance record). A reviewer's subsection scores for a category shall be considered collectively to determine the summary rating for that category. For an application to be deemed eligible for approval, the summary ratings for all applicable categories must be "Meets or Exceeds the Standard." Thus, a single score of a "Does Not Meet Standard" or "Partially Meets Standard" on a subsection of a category does not necessarily prevent an otherwise satisfactory category from being scored a "Meets or Exceeds the Standard" overall. The totality of evidence reviewed should determine the overall score for each category.

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,

Academic Plan and Design	Strengths	"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	"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."
Operations Plan and Capacity	Strengths	"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	"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."
Financial Plan and Capacity	Strengths	"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	"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.
2. 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.
   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.
3. Complete the summary page for each major category (academic, operations, financial, and performance (if applicable)) after you have completed all of the subsections within the category. Include a summary of your analysis of each category into the box provided. This should be a paragraph outlining the overall strengths or weaknesses of the category as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
4. 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.
5. Complete the "Final Application Review" area on the summary page for each major category. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major category.

Applicant Completeness Checklist

General Information	
☐	Cover Sheet
☐	Assurances
☐	Executive Summary

1.1 - School Mission and Vision	
☐	Narrative

1.2 - Enrollment Summary	
☐	Narrative
☐	Table 1
☐	Table 2
☐	Table 3

1.3 - Academic Focus & Plan	
☐	Narrative
☐	Attachment A

1.4 - Acad Performance Standards	
☐	Narrative

1.5 - Assessments	
☐	Narrative
☐	Attachment B

1.6 - School Calendar & Schedule	
☐	Narrative
☐	Attachment C
☐	Attachment D
☐	Attachment E

1.7 - Special Populations	
☐	Narrative

1.8 - School Culture and Discipline	
☐	Narrative
☐	Attachment F
☐	Attachment G

1.9 - Recruitment and Enrollment	
☐	Narrative
☐	Attachment H

1.10 - Parent/Community Engagement	
☐	Narrative
☐	Attachment I

2.1 - Governance	
☐	Narrative
☐	Table 4
☐	Attachment J
☐	Attachment K
☐	Attachment L
☐	Attachment M
☐	Attachment N
☐	Attachment O
☐	Attachment P

2.2 - Transition Plan	
☐	Narrative

2.3 - Facilities	
☐	Narrative
☐	Attachment Q

2.4 - Personnel / Human Capital	
☐	Narrative
☐	Attachment R
☐	Attachment S
☐	Attachment T
☐	Table 5
☐	Table 6

2.5 - Transportation	
☐	Narrative

2.6 - Food Service	
☐	Narrative
☐	Attachment U

2.7 - Additional Operations	
☐	Narrative
☐	Attachment V

2.8 - CMO	
☐	Narrative
☐	Attachment W

3.1 - Planning & Budget Worksheet	
☐	Attachment X

3.2 - Budget Narrative	
☐	Attachment Y

4.1 - Portfolio Summary	
☐	Attachment Z

4.2 - Performance Record: Academics	
☐	Attachment AA
☐	Attachment BB

4.3 - Performance Record: Ops	
☐	Attachment CC
☐	Attachment DD
☐	Attachment EE
☐	Attachment FF
☐	Attachment GG

4.4 - Performance Record: Finance	
☐	Attachment HH

ASD School Sponsors Seeking Authorization From their Home LEA for the 2025-26 School Year

Application Scoring Reviewer Template

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

Evaluator Name				
Proposed School Name				
Application Category	☐ Category 1	☐ Category 2	☐ Category 3	☐ Category 4

Executive Summary

Application includes an Executive Summary	☐ Yes	☒ No

Existing ASD School Sponsors Seeking Authorization from their Home LEA
for the 2025-25 School Year – Scoring Criteria
Section 1: Academic Plan and Design

1.1 School Mission and Vision

Characteristics of a Strong Response:

- The mission statement is clear, concise, compelling, and measurable.
- The vision of the school is clearly connected to having helped achieve the school's mission.
- The applicant clearly links the mission and vision to at least three of the purposes for charter schools found in Tenn. Code Ann. § 49-13- 102(a).
- The applicant outlines how the mission and vision of the school address priorities set by the proposed authorizer.

Initial Application Review

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

Section Strengths

Reference	Page

Concerns / Questions

Reference	Page

Final Application Review

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

Section Strengths

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Concerns / Questions

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Existing ASD School Sponsors Seeking Authorization from their Home LEA
for the 2025-25 School Year – Scoring Criteria
Section 1: Academic Plan and Design

1.2 Enrollment Summary

Characteristics of a Strong Response:

- The applicant clearly describes the community from which the school has drawn students, including demographics, zip codes, school zones, and how this population has changed throughout the life of the school.
- The applicant provides performance and enrollment trends over the past three years in comparison to other schools in the community.
- The applicant explains what the school has done to increase student achievement more effectively than other schools serving the targeted population.
- The enrollment data submitted in Table 1, Table 2, and Table 3 is complete.

Initial Application Review

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

Section Strengths

Reference	Page

Concerns / Questions

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Final Application Review

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

Section Strengths

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Existing ASD School Sponsors Seeking Authorization from their Home LEA
for the 2025-25 School Year – Scoring Criteria
Section 1: Academic Plan and Design

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1.3 Academic Focus and Plan

Characteristics of a Strong Response:

- The school's academic focus aligns with the school's mission and vision.
- The academic plan is rigorous and research-based, honors and reflects the needs of the targeted student population, and implements the school's academic focus.
- The applicant describes with clear rationale how the academic plan has changed since the initial application and how the school will continue to review and analyze its academic plan through the lens of student achievement.
- The applicant describes any key academic plan features for the school that will differ from the existing school's operation and clearly outlines the rationale and required resources for these changes.
- The curriculum is aligned with Tennessee State Standards and the applicant demonstrates how the school incorporates foundational literacy through their foundational literacy skills plan (Attachment A).

Initial Application Review

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

Section Strengths

Reference	Page

Concerns / Questions

Reference	Page

Final Application Review

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

Section Strengths

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Concerns / Questions

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Existing ASD School Sponsors Seeking Authorization from their Home LEA
for the 2025-25 School Year – Scoring Criteria
Section 1: Academic Plan and Design

1.4 Academic Performance Standards

Characteristics of a Strong Response:

- Academic achievement goals are rigorous, measurable, and set high standards and high expectations for student learning.
- Academic goals support the mission and vision of the school.
- Academic goals align with achievement goals within the authorizer/state model performance framework.
- The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines.
- The applicant outlines what the school has done to address chronic absenteeism and ensure high rates of attendance and convincingly demonstrates how this success will be continued.
- The school's promotion/retention and exit standards are rigorous and clearly defined.
- [If high school] The applicant outlines how the school meets Tennessee graduation requirements as outlined in State Board policy 2.103, including the types of high-school diplomas offered, how grade-point averages are calculated, what information is on transcripts, and what elective courses are offered.
- [If high school] The applicant clearly demonstrates how the school's graduation requirements have ensured and will continue to ensure readiness for college or other postsecondary opportunities.
- [If high school] The applicant clearly demonstrates the school's systems and structures that assist students at risk of dropping out and/or not meeting graduation requirements.
- [If high school] The applicant outlines how the school incorporates early post-secondary and work-based learning opportunities.

Initial Application Review

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

Section Strengths

Reference	Page

Concerns / Questions

Reference	Page

Final Application Review

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

Section Strengths

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Concerns / Questions

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Existing ASD School Sponsors Seeking Authorization from their Home LEA
for the 2025-25 School Year – Scoring Criteria
Section 1: Academic Plan and Design

1.5 Assessments

Characteristics of a Strong Response:

- Internal assessments 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 and inform training for teachers and school leaders is clearly articulated.
- The school's state mandated assessment testing plan (Attachment B) complies with state standards.

Initial Application Review

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

Section Strengths

Reference	Page

Concerns / Questions

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Final Application Review

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

Section Strengths

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Concerns / Questions

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Existing ASD School Sponsors Seeking Authorization from their Home LEA
for the 2025-25 School Year – Scoring Criteria
Section 1: Academic Plan and Design

1.6 School Calendar and Schedule

Characteristics of a Strong Response:

- The school calendar (Attachment C) and student schedules (Attachment D) meet Tennessee minimum requirements of the equivalent of 180 days of instruction.
- The applicant explains how the calendar and schedule have been optimal for student learning under its academic plan.
- Tiered interventions, tutoring, enrichment, and extra-curricular activities are built into the school schedule.
- The applicant details any extra-curricular, co-curricular, or other student-focused programming the school offers.
- Any offered Saturday School, summer school, or after school programming provided in Attachment E is achievable and well-defined.

Initial Application Review

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

Section Strengths

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Concerns / Questions

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Final Application Review

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

Section Strengths

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Existing ASD School Sponsors Seeking Authorization from their Home LEA
for the 2025-25 School Year – Scoring Criteria
Section 1: Academic Plan and Design

1.7 Special Populations

Characteristics of a Strong Response:

- The applicant details the staff in place and how the school's preparation and daily schedule have addressed 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 identifies what instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success will be provided for:
  - students with disabilities,
  - English Learners,
  - at-risk students and
  - gifted students
- The applicant has well-defined methods for monitoring, documenting, and evaluating progress as well as exiting students.

Initial Application Review

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

Section Strengths

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Concerns / Questions

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

Section Strengths

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Existing ASD School Sponsors Seeking Authorization from their Home LEA
for the 2025-25 School Year – Scoring Criteria
Section 1: Academic Plan and Design

1.8 School Culture and Discipline

Characteristics of a Strong Response:

- The applicant outlines how school culture has promoted a positive academic environment and reflected high levels of academic expectation and support.
- The applicant provides a clear overview for how it has created and sustained the intended culture for all students, teachers, administrators, and parents.
- The applicant outlines how it has integrated new students and families.
- The applicant demonstrates how the school's culture has embraced special populations.
- The Student Handbook (Attachment F) includes relevant, comprehensive, and legally sound policies.
- The student discipline policy (Attachment G if not already included in Attachment F):
  - provides equitable strategies that includes both infractions and incentives for positive behavior.
  - provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture.
  - identifies how policy will respect student rights.

Initial Application Review

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

Section Strengths

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Final Application Review

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

Section Strengths

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Existing ASD School Sponsors Seeking Authorization from their Home LEA
for the 2025-25 School Year – Scoring Criteria
Section 1: Academic Plan and Design

1.9 Recruitment and Enrollment

Characteristics of a Strong Response:

- The applicant's enrollment policy (Attachment H) complies with state law and district policies.
- The applicant outlines how its community outreach plan has fostered continuing demand and community support.
- Applicant's student recruitment and marketing plan, timeline, and enrollment policy have provided 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

Section Strengths

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Final Application Review

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

Section Strengths

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Existing ASD School Sponsors Seeking Authorization from their Home LEA
for the 2025-25 School Year – Scoring Criteria
Section 1: Academic Plan and Design

1.10 Parent and Community Engagement and Support

Characteristics of a Strong Response:

- There is evidence that community feedback has been incorporated in the school.
- The applicant presents effective strategies that have engaged parents and community members and outlines how these strategies will be adjusted for new and additional engagement.
- There are sufficient letters of support, including those within the local community, evidence of outreach to parents, MOUs, or contracts with community partners (Attachment I) that demonstrate support from the community, and which includes compelling support from community members that indicates enrollment targets continuing to be met.
- The applicant identifies community, business, or educational partners including the nature, purposes, terms, scopes-of-services, and fee-based or in-kind commitments that have enriched student learning opportunities.
- The applicant has well-defined procedures for informing and educating parents on school policies, commitments, and opportunities.

Initial Application Review

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

Section Strengths

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Final Application Review

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

Section Strengths

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Concerns / Questions

Reference	Page

Summary Rating

Section 1: Academic Plan and Design

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.

Initial Application Review					
☐	Meets or Exceeds Standard	☐	Partially Meets Standard	☐	Does Not Meet Standard

Academic Plan and Design Strengths

Summary Comments

Academic Plan and Design Weakness/Questions

Summary Comments

Final Application Review					
☐	Meets or Exceeds Standard	☐	Partially Meets Standard	☐	Does Not Meet Standard

Academic Plan and Design Strengths

Summary Comments

Academic Plan and Design Weakness/Questions

Summary Comments

Section 2: Operations Plan and Capacity

2.1 Governance

Characteristics of a Strong Response:

- The board structure has ensured effective governance and meaningful oversight of school performance, operations, and financials.
- The board members listed in Table 4 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 clearly describes how the board measures the success of the school, the school leader, and their own performance.
- Governance documents (Attachments J, K, L, M, N, O, and P) are complete and align with state laws and district policies.

Initial Application Review

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

Section Strengths

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Concerns / Questions

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Final Application Review

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

Section Strengths

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Concerns / Questions

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Existing ASD School Sponsors Seeking Authorization from their Home LEA
for the 2025-25 School Year – Scoring Criteria
Section 2: Operations Plan and Capacity

2.2 Transition Plan

Characteristics of a Strong Response:

- The applicant provides a detailed and realistic timeline for the components of transitioning to a new authorizer, including specified tasks and responsible individuals.
- The applicant adequately addresses potential challenges.

Initial Application Review

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

Section Strengths

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Concerns / Questions

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Final Application Review

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

Section Strengths

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Existing ASD School Sponsors Seeking Authorization from their Home LEA
for the 2025-25 School Year – Scoring Criteria
Section 2: Operations Plan and Capacity

2.3 Facilities

Characteristics of a Strong Response:

- Proposed school facility provides sufficient space for the educational program and anticipated student population (Attachment Q).
- The applicant identifies a realistic facility contingency plan.
- The applicant sufficiently explains how the facility needs are tied to related items in the school's budget.

Initial Application Review

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

Section Strengths

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Concerns / Questions

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Final Application Review

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

Section Strengths

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Concerns / Questions

Reference	Page

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2.4 Personnel / Human Capital

Characteristics of a Strong Response:

- The school's organizational chart (Attachment R) 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 play a role in managing the school.
- The school leader's responsibilities, support and development, and state-approved evaluation model are clearly described.
- Recruitment strategy and selection criteria have resulted in a strong school leader and key staff.
- The individual responsible for academic programming has a strong track record of driving student achievement (Attachment S).
- Recruiting and hiring practices have ensured proper licensure and have resulted in a diverse leadership team and staff that reflect the student body and community.
- The applicant outlines the school's procedures for supporting, developing, and annually evaluating school leadership and teachers in a manner that aligns with statewide evaluation requirements.
- The applicant demonstrates how the school has provided feedback to staff and has addressed unsatisfactory leadership/teacher performance and turnover.
- Compensation packages have attracted and retained qualified staff.
- The applicant explains whether the employees are at-will or whether the school uses employment contracts.
- The employee manual and personnel policies (Attachment T) are complete and effective.
- Identified staff have the necessary qualifications and competencies for their assigned roles (Table 5 and Table 6).

Initial Application Review

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

Section Strengths

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Concerns / Questions

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Final Application Review

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

Section Strengths

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Existing ASD School Sponsors Seeking Authorization from their Home LEA
for the 2025-25 School Year – Scoring Criteria
Section 2: Operations Plan and Capacity

2.5 Transportation

Characteristics of a Strong Response:

- The applicant thoroughly outlines the school's oversight of its transportation operations.
- The applicant describes how the school transports special needs students including budget impact and plans for new students.
- The applicant demonstrates familiarity with state and federal regulations relating to the provision of transportation services to students.

Initial Application Review

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

Section Strengths

Reference	Page

Concerns / Questions

Reference	Page

Final Application Review

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

Section Strengths

Reference	Page

Concerns / Questions

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Existing ASD School Sponsors Seeking Authorization from their Home LEA
for the 2025-25 School Year – Scoring Criteria
Section 2: Operations Plan and Capacity

2.6 Food Service

Characteristics of a Strong Response:

- The applicant provides a clear description of how the school offers food service to all students, adhering to state and federal regulations and nutritional guidelines.
- The applicant explains how it collects free and reduced-price lunch information from families and meets the needs of low-income students.
- The applicant provides the complete food vendor contract (Attachment U).

Initial Application Review

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

Section Strengths

Reference	Page

Concerns / Questions

Reference	Page

Final Application Review

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

Section Strengths

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Concerns / Questions

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Existing ASD School Sponsors Seeking Authorization from their Home LEA
for the 2025-25 School Year – Scoring Criteria
Section 2: Operations Plan and Capacity

2.7 Additional Operations

Characteristics of a Strong Response:

- The applicant provides clear rationale and lists required resources for any operational matters that will be handled differently following the transition to the school's home LEA.

- The applicant provides their school's previously approved and authorized charter application (Attachment V)

Initial Application Review

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

Section Strengths

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Concerns / Questions

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Final Application Review

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

Section Strengths

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Concerns / Questions

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Existing ASD School Sponsors Seeking Authorization from their Home LEA
for the 2025-25 School Year – Scoring Criteria
Section 2: Operations Plan and Capacity

2.8 Charter Management Organization

Characteristics of a Strong Response:

- If the school is partnered with a CMO, the applicant provides the name of the CMO and describes the specific resources and services the CMO provides for the school to support operation and/or management.
- If available, the CMO agreement (Attachment W) 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 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

Section Strengths

Reference	Page

Concerns / Questions

Reference	Page

Final Application Review

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

Section Strengths

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Summary Rating

Section 2: Operations Plan and Capacity

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.

Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard

Operations Plan and Capacity Strengths

Summary Comments

Operations Plan and Capacity Weakness/Questions

Summary Comments

Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard

Operations Plan and Capacity Strengths

Summary Comments

Operations Plan and Capacity Weakness/Questions

Summary Comments

3.1 Planning and Budget Worksheet / 3.2 Budget Narrative

Characteristics of a Strong Response:

- The budget worksheet (Attachment X) contains reasonable assumptions and budget numbers that reflect all 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 five-year operating budgets are complete, realistic, and viable.
- The applicant's budget narrative (Attachment Y) 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

Section Strengths

Reference	Page

Concerns / Questions

Reference	Page

Final Application Review

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

Section Strengths

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Summary Rating

Section 3: Financial Plan and Capacity

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.

Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard

Financial Plan and Capacity Strengths

Summary Comments

Financial Plan and Capacity Weakness/Questions

Summary Comments

Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard

Financial Plan and Capacity Strengths

Summary Comments

Financial Plan and Capacity Weakness/Questions

Summary Comments

Section 4: Portfolio Review & Performance Record

4.1 Portfolio Summary

Characteristics of a Strong Response:

- The applicant's Portfolio Summary Worksheet (Attachment Z) is complete.

Initial Application Review

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

Section Strengths

Reference	Page

Concerns / Questions

Reference	Page

Final Application Review

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

Section Strengths

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4.2 Performance Record: Academics

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 applicant's schools are high performing and successful (Attachment AA and BB).
- Graduation rates are indicative of highly successful strategies (if applicable).
- The 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).

Initial Application Review

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

Section Strengths

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Concerns / Questions

Reference	Page

Final Application Review

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

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4.3 Performance Record: Operations

Characteristics of a Strong Response:

- If the school is operating under another authorizer, the school's performance report or authorizer evaluation (Attachment CC, DD, EE, and FF) is favorable.
- The applicant provides clear reasoning for any contracts with charter schools that have been terminated by the network, charter management organization, the school's authorizer, or the school.
- The applicant clearly explains the cause of any charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated.
- The applicant clearly explains how the school resolved any performance deficiencies or compliance violations that led to formal authorizer intervention with any school operated in the last three years.
- 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 GG).

Initial Application Review

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

Section Strengths

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Final Application Review

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

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4.4 Performance Record: Fiscal

Characteristics of a Strong Response:

- The latest audit (Attachment HH) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law.

Initial Application Review

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

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

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Summary Rating

Section 4: Portfolio Review & Performance Record

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.

Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard

Portfolio Review & Performance Record Strengths

Summary Comments

Portfolio Review & Performance Record Weakness/Questions

Summary Comments

Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard

Portfolio Review & Performance Record Strengths

Summary Comments

Portfolio Review & Performance Record Weakness/Questions

Summary Comments