



**TENNESSEE CHARTER SCHOOL APPLICATION SCORING  
CRITERIA**

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**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
<b>Meets or Exceeds the Standard</b>	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.
<b>Partially Meets Standard</b>	The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.
<b>Does Not Meet Standard</b>	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	<ul style="list-style-type: none"> <li>• Academic Plan Design and Capacity: <b>1.1 through 1.12</b></li> <li>• Operations Plan and Capacity: <b>2.1 through 2.11</b></li> <li>• Financial Plan and Capacity: <b>3.1 and 3.2</b></li> </ul>
2	Existing Tennessee operator proposing new focus/grade structure  OR  Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school  OR  Operator with existing schools outside of Tennessee	<ul style="list-style-type: none"> <li>• Academic Plan Design and Capacity: <b>1.1 through 1.12</b></li> <li>• Operations Plan and Capacity: <b>2.1 through 2.15</b></li> <li>• Financial Plan and Capacity: <b>3.1 through 3.3</b></li> <li>• Portfolio Review and Performance Record: <b>4.1</b></li> </ul>
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	<ul style="list-style-type: none"> <li>• <b>Submit original application</b></li> <li>• Academic Plan Design and Capacity: <b>1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12</b></li> <li>• Operations Plan and Capacity: <b>2.12 through 2.15</b></li> <li>• Financial Plan and Capacity: <b>3.1, through 3.3</b></li> <li>• Portfolio Review and Performance Record: <b>4.1</b></li> </ul>
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move to its home district pursuant to an ASD School Exit Plan	<ul style="list-style-type: none"> <li>• <b>Submit original application</b></li> <li>• Academic Plan Design and Capacity: <b>1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12</b></li> <li>• Operations Plan and Capacity: <b>2.2, 2.3, 2.7, 2.9(g), and 2.10(b)</b></li> <li>• Financial Plan and Capacity: <b>3.1 and 3.2</b></li> <li>• Portfolio Review and Performance Record: <b>4.1</b></li> </ul>

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.

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Evaluator Name: Maury County Public Schools  
Proposed School Name: American Classical Acader

Application includes an Executive Summary.

Yes  No

**SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY**

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ The mission statement is clear, concise, compelling and measurable.</li> <li>▪ 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).</li> <li>▪ 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.</li> <li>▪ The innovations described by the applicant are supported by evidence of success.</li> </ul>		
Initial Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application establishes a clear mission and vision for the charter school.		
Concerns/Questions		Page
There are concerns the applicant has not stated the mission in measurable terms. The measurement methods mentioned in this section appear to rely solely on achievement scores.		15
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application establishes a clear mission and vision for the charter school.		
Concerns/Questions		Page
The concern remains regarding the lack of measurable terms utilized within the mission statement and the lack of detail regarding how success will be measured other than using achievement scores.		15

**SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY**

<b>1.2 ENROLLMENT SUMMARY</b>		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools.</li> <li>▪ The applicant provides a sound rationale for selecting the community where the school will locate.</li> <li>▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections.</li> <li>▪ For existing operators, the use of different enrollment practices is clearly explained.</li> </ul>		
<b>Initial Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
A desire to serve a diverse student populations is evident throughout and there is a plan or a diverse student population to be served.  The application details a plan for the addition of student seats each year.		
<b>Concerns/Questions</b>		<b>Page</b>
It is not clear how enrollment practices will provide for a diverse population  Some of the data referenced for BCSl schools is not recent.  The diversity goals may not be achievable depending on the location of the school.		24, 25, 28
<b>Final Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
It is evident the applicant desires to serve a diverse student population with the assumption that as seats are added each year, there is an expectation diversity will be maintained.		
<b>Concerns/Questions</b>		<b>Page</b>
Concerns remain how enrollment practices will ensure a diverse student population. The application does not recognize that Maury County has a current option for classical education. ACAM may struggle to grow at the pace outlined in this section due having a classical model in the community, even though the current classical school is a privately run entity.		24, 25, 28

**SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY**

<b>1.3 ACADEMIC FOCUS AND PLAN</b>		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ The school's academic focus aligns with the school's mission and vision.</li> <li>▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus.</li> <li>▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards.</li> <li>▪ 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.</li> <li>▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance.</li> <li>▪ 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.</li> </ul>		
<b>Initial Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
Academic focus aligns with school's mission and vision.		
<b>Concerns/Questions</b>		<b>Page</b>
Crosswalk and alignment to state standards not yet complete.  Will develop a program to provide for struggling students.  Plan doesn't clearly articulate research-based outcomes.		51
<b>Final Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
The classical model's academic focus is strong and aligns with school's mission and vision.		
<b>Concerns/Questions</b>		<b>Page</b>
The concern remains that a crosswalk to align the stated curricula with TN state standards is not yet complete. The application does not include the required minutes for math in this section.		51

**SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY**

<b>1.4 ACADEMIC PERFORMANCE STANDARDS</b>		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning.</li> <li>▪ Academic goals support the mission and vision of the school.</li> <li>▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals.</li> <li>▪ 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.</li> <li>▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI<sup>2</sup>) that aligns with Tennessee guidelines.</li> <li>▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined.</li> <li>▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined.</li> </ul>		
<b>Initial Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
Has a network for PD opportunities, has a measurable set of academic goals that support the mission.  Use of differentiated instruction and RTI to meet individual needs.  Goals are comparable to those of district and state.		
<b>Concerns/Questions</b>		<b>Page</b>
No further explanation of how RTI will be used or evidence of how RTI and MTSS are specifically utilized for students. Crosswalk and alignment of standards is still not complete.  RTI recommended time not met/ no details of a strong plan for RTI that aligns with TN guidelines.  No distinct process for measuring or monitoring.  No plan if the school falls below state, district or its own academic goals.  No plan for alignment with TN Standards.		
<b>Final Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
The application indicates ACAM will have a network available to them for high-quality professional development opportunities.  The application references differentiated instruction and the Response to Intervention (RTI) model to meet diverse learning needs.  Academic goals are comparable to those of the district and the state of TN.		
<b>Concerns/Questions</b>		<b>Page</b>
The application fails to outline how RTI will be utilized for students with learning needs. Multi-tiered system of support (MTSS) is referenced, however, it is unclear how these practices will be utilized and how RTI and MTSS will be aligned. There is not a clear plan for how students' growth will be measured and monitored within an MTSS framework. The application does not clearly articulate a plan for corrective actions should they not meet academic goals. As stated previously, the concern exists that curricula has not yet been aligned to state standards.		



**SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY**

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion.</li> <li>▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history.</li> <li>▪ 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.</li> <li>▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.</li> </ul>		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page

**SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY**

<b>1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE</b>		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities.</li> <li>▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.</li> </ul>		
<b>Initial Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
Credits are clearly outlined.  Senior thesis/capstone project was well thought out.		
<b>Concerns/Questions</b>		<b>Page</b>
Grading scale doesn't match state board policy.  There is no plan articulated or if students do not earn 6 credits each year.  ACAM indicates that BCSI students would score equal or higher to the TN Graduate Ready Indicator but there is no data to support this statement .		70
<b>Final Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
Path to earning credits is clearly articulated. The application includes a strong plan for a senior thesis/capstone project.		
<b>Concerns/Questions</b>		<b>Page</b>
The grading policy does not align with SBE 0520-01-03.02. ACAM indicates that BCSI students would score equal or higher to the TN Ready Graduate Indicator, however, the evidence is not available to support this in the application. The application does not articulate the plan should a student not earn 6 credits each year.		70

**SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY**

<b>1.7 ASSESSMENTS</b>		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards.</li> <li>▪ 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.</li> </ul>		
<b>Initial Application Review</b>		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
Intention to follow the RTI2 framework.  Use of RTI and TVAAS.		
<b>Concerns/Questions</b>		<b>Page</b>
What assessments will be used for RTI?  Kindergarten Entry Inventory is not used in TN.		
<b>Final Application Review</b>		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
The application clearly articulates the intention to follow the RTI2 Framework set forth by TDOE.		
<b>Concerns/Questions</b>		<b>Page</b>
The delineation as to what assessments will be used for skills monitored through RTI2 is not clearly articulated. The application stated the use of the Kindergarten Entry Inventory (KEI) Is the Kindergarten Entry Inventory still aligned to TN standards as it is no longer used in TN school districts?		

**SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY**

<b>1.8 SCHOOL CALENDAR AND SCHEDULE</b>		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ The school calendar (<b>Attachment A</b>) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction.</li> <li>▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan.</li> <li>▪ 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.</li> </ul>		
<b>Initial Application Review</b>		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
Detailed daily schedule		
<b>Concerns/Questions</b>		<b>Page</b>
Daily schedule doesn't align with recommended time from RTI manual.		
<b>Final Application Review</b>		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
The application provides a detailed daily schedule, along with a clear annual academic calendar.		
<b>Concerns/Questions</b>		<b>Page</b>
The daily schedule provided does not provide for the recommended intervention times under the RTI2 Framework. Core math times do not meet the state requirement within the detailed daily schedule.		

**SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY**

<b>1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS</b>		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> <li>▪ The leadership team has strong experience working with special populations.</li> <li>▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations.</li> <li>▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students.</li> <li>▪ 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.</li> <li>▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students.</li> </ul>		
<b>Initial Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
<p>The application emphasizes a shared responsibility model for student achievement and well being.                      Least restrictive environment considerations are highlighted.                      IAIEPs are also highlighted.</p>		
<b>Concerns/Questions</b>		<b>Page</b>
<p><small>How do you plan to meet the needs of students with significant social and emotional needs?                      The application suggests students will be referred for the RTI2 process. Since the RTI2 process is ongoing and for all students, why wait to refer?                      The application does not clearly articulate a plan when a student is non-responsive to interventions.                      A complete list of disability categories recognized in TN is not articulated on page 88. Also, terminology is included in this list that is outdated and was removed from federal law because it is considered offensive.                      When addressing students who transfer on pgs. 96-97, there is no acknowledgment of the mandated procedures that must followed when a student with an IEP transfers from out of the state and within the state.                      Occupational therapy, speech/language therapy, and physical therapy are the only related services mentioned that will be provided. What is the plan to provide other related services deemed necessary by the IEP team?                      The application indicates only ELs needing additional supports will have an ILP.                      A clear plan for scheduling services for EL students is not articulated.                      What is meant by supplement and not supplant when addressing EL services in particular?                      The answers given in the interview indicated a significant strain could possibly be placed on MCPS meeting the needs of existing students while having resources allocated to ACAM without the same oversight and accountability.</small></p>		<p>86, 88,                      93,                      96-97,                      98, 92</p>
<b>Final Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
<p>All strengths and concerns/questions listed above are still applicable.</p>		

**SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY**

<b>1.10 SCHOOL CULTURE AND DISCIPLINE</b>		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ The Student Handbook (<b>Attachment B</b>) includes relevant, comprehensive, and legally sound policies.</li> <li>▪ The student discipline policy (<b>Attachment C</b>) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.</li> </ul>		
<b>Initial Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
High expectations for students and school culture  The applicant provided a coherent plan for most students.		
<b>Concerns/Questions</b>		<b>Page</b>
Need more specifics on the types of behavioral supports that will be provided.  What is the plan for following IDEA regarding disciplining SWDs?  p. 18 of Student Handbook- Does not clearly identify what a Behavior Intervention Plan is.  On p. 104, there is a statement that there will be far fewer cases that need Tier 3 supports so will tiers be used as a basis for admission or denial?  On p. 104, it says "Instead ACAM will celebrate academic performance in terms of the quality of the inquiry displayed." That statement may be great in creating culture but would seem to be inconsistent with the measurable goals for academic performance and assessments outlined in previous sections.		102, 103, 104
<b>Final Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
The application clearly articulates high expectations for students and school culture, grounded in the tenants of social/emotional learning by adopting a set of core virtues that will build a student's moral character.		
<b>Concerns/Questions</b>		<b>Page</b>
The application does not clearly articulate the types of behavior supports that will be provided to student through an MTSS process.  Both this section and the student handbook address the utilization of behavior intervention plans. What is included in this plan?		102, 103, 104

**SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY**

<b>1.11 RECRUITMENT AND ENROLLMENT</b>		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ The applicant's enrollment policy (<b>Attachment D</b>) complies with state law and district policies.</li> <li>▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support.</li> <li>▪ 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.</li> </ul>		
<b>Initial Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
Strong community presence and outreach.		
<b>Concerns/Questions</b>		<b>Page</b>
No specifics on how contacts will be made for the wait list and how long parents have to respond. No specifics on records transfer timeliness or communication process. No specifics on how homeless students will be addressed through the Residency and Enrollment Requirements. A lot of the targeted marketing appears to be broadly targeted and not specific to school age parents who will ultimately determine whether enrollment goals are met. unsure how recruitment and enrollment processes are providing equal opportunities for diverse learners..		
<b>Final Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
The application suggests there has been a robust community presence by the applicant.		
<b>Concerns/Questions</b>		<b>Page</b>
The applicant did not address how homeless students will be addressed through the residency and enrollment requirements. The applicant did not address records transfer time lines or the communication process. The application does not clearly state the methods that will be used to ensure equal enrollment opportunities for diverse learners.		

**SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY**

<b>1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT</b>		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ There is evidence that community feedback is incorporated in the application.</li> <li>▪ There are 3 or more letters of support, MOUs, or contracts with community partners (<b>Attachment E</b>).</li> <li>▪ 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.</li> <li>▪ The applicant has a well-defined plan for informing and educating parents on school policies.</li> </ul>		
<b>Initial Application Review</b>		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
Strong community presence and expectations for high parent engagement.  Community feedback is provided.		
<b>Concerns/Questions</b>		<b>Page</b>
A lot of support comes from community members who may not be able to directly enroll children in ACAM.  ACAM references a survey that was sent to Rutherford, Madison, Montgomery, Williamson, and Davidson counties but not Maury.  The percentages indicated considerable support for a free classical model, but that was only based off 110 responses sent to 1711 residents.  Will a parent's inability to actively participate under the parent engagement policy due to work or other commitments impact a student's standing in ACAM?		
<b>Final Application Review</b>		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		
It is evident ACAM has worked diligently to share their mission and vision in Maury County. There is a high standard of parental engagement throughout the application.		
<b>Concerns/Questions</b>		
How will translation services be secured to allow for full parental engagement? Concerns exists that there may not be as much community support as promoted with only 110 responses out of 1711 residents surveyed.		



**SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY**

**SUMMARY COMMENTS**

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

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <ul style="list-style-type: none"> <li>There is a clear vision and mission for the school.</li> <li>There is a goal to have a diverse student body.</li> <li>The academic focus is aligned to the school's vision.</li> <li>High expectations for students are present.</li> <li>A strong sense of community is communicated.</li> </ul> <p>Weaknesses/Questions:</p> <ul style="list-style-type: none"> <li>No measurable terms are stated in the application.</li> <li>There is no specified location, causing concern of whether the diversity of students can be accomplished.</li> <li>There is no alignment of curriculum and Tennessee state academic standards.</li> <li>There is no clear method presented for meeting the needs of students through the RTI process.</li> <li>The use of survey data is not representative of a wide cross-section of Maury County families.</li> </ul>		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <ul style="list-style-type: none"> <li>There is a clear vision and mission for the school.</li> <li>There is a goal to have a diverse student body.</li> <li>The academic focus is aligned to the school's vision.</li> <li>High expectations for students are present.</li> <li>A strong sense of community is communicated.</li> </ul> <p>(If Any) Weaknesses:</p> <ul style="list-style-type: none"> <li>No measurable terms are stated in the application.</li> <li>There is no specified location, causing concern of whether the diversity of students can be accomplished.</li> <li>There is no alignment of curriculum and Tennessee state academic standards.</li> <li>There is no clear method presented for meeting the needs of students through the RTI process.</li> <li>The use of survey data is not representative of a wide cross-section of Maury County families.</li> </ul>		

**SECTION 2 – OPERATIONS PLAN AND CAPACITY**

<b>2.1 GOVERNANCE</b>		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials.</li> <li>▪ 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.</li> <li>▪ The applicant provides for initial and ongoing board training as required by law.</li> <li>▪ There is a clear, fair, and transparent process for hearing and handling complaints.</li> <li>▪ Governance documents (<b>Attachments F1-F7</b>) are complete and align with state laws and district policies.</li> </ul>		
<b>Initial Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
Procedures are provided for initial and ongoing board training.		125
Grievance/complaint process is provided.		126-127
<b>Concerns/ Questions</b>		<b>Page</b>
Board only contains 1 local member. Members are from each district the ACE applied to. Application states board members serve 3 years. What happens to the board structure if more than one district or only one district is awarded a school?		120
Board Training lacks any reference to TDOE rules or TCA governance of TN Charter requirements.		125
<b>Final Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
The applicant provides a clear process for formal complaints.		126
<b>Concerns/ Questions</b>		<b>Page</b>
The application suggests the board members who are eligible to serve may be limited in their scope and knowledge. Governance documents do not align with TCA.		126

**SECTION 2 – OPERATIONS PLAN AND CAPACITY**

<b>2.2 START-UP PLAN</b>		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget.</li> <li>▪ The applicant adequately addresses potential challenges.</li> <li>▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.</li> </ul>		
<b>Initial Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
<b>Concerns/Questions</b>		<b>Page</b>
Time line for opening		130
		136
<b>Final Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
<b>Concerns/ Questions</b>		<b>Page</b>
While a 24 month time line is provided, given the limited number of individuals on the board, in ACE leadership and school staff that will be initially in place, it does not seem realistic to open a school in the fall of 2024. This seemed to be confirmed in our 4.27.2024 interview with ACE with they brought up asking for a waiver to open.		130
		136
Applicant acknowledged only three potential challenges in opening. The responses were not indicative of specific knowledge of Maury County but rather general discussion on the topics.		

**SECTION 2 – OPERATIONS PLAN AND CAPACITY**

<b>2.3 FACILITIES</b>		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget.</li> <li>▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external.</li> <li>▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility.</li> <li>▪ The applicant has identified a realistic facility contingency plan.</li> </ul>		
<b>Initial Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
<b>Concerns/Questions</b>		<b>Page</b>
Size of building proposed may not meet the needs of the projected enrollment.		141
Proposed building is not stamped by an architect.		
Applicant does not meet its own time line set forth in the application.		144
Properties proposed are in question, due to size, infrastructure and availability. No back plan is presented.		145
<b>Final Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
<b>Concerns/ Questions</b>		<b>Page</b>
The size of the physical building proposed compared to projected enrollment in the application is not compatible for school operation.		
Should construction of a building be needed, the cost will more than likely be far greater than budgeted.		
The applicant does not meet time lines set forth in the application.		
The properties proposed in the application are in question, due to size, infrastructure and availability.		

**SECTION 2 – OPERATIONS PLAN AND CAPACITY**

<b>2.4 PERSONNEL/ HUMAN CAPITAL</b>		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ The school’s organizational chart (<b>Attachment G</b>) 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.</li> <li>▪ 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 (<b>Attachment H</b>).</li> <li>▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community.</li> <li>▪ Compensation packages are likely to attract and retain qualified staff.</li> <li>▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements.</li> <li>▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover.</li> <li>▪ The employee manual and personnel policies (<b>Attachment I</b>) are complete and effective.</li> <li>▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school’s success.</li> </ul>		
<b>Initial Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
Organizational chart Use of the TEAM Evaluation model.		Att: G  152-153
<b>Concerns/Questions</b>		<b>Page</b>
"At will" employment for all employees concerning.		154
Recruitment and hiring practices are not specific.		146-155
Plans for evaluating school leaders and holding them accountable are non specific.		154
Salary structure for teachers is unclear.		149
<b>Final Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
The organizational chart is clear and meets the standard. The applicant provides a plan for evaluating, supporting, and addressing unsatisfactory performance.		Att: G  152-153
<b>Concerns/ Questions</b>		<b>Page</b>
The recruitment and hiring practices are not specific. The plan covers general topics, however, it does not provide specific strategies that will be employed.		146-155
The plans for evaluating school leaders is not specific. Accountability measures for administration are also not specific.		154
The application does not specify the salary structure for teachers.		149

**SECTION 2 – OPERATIONS PLAN AND CAPACITY**

<b>2.5 PROFESSIONAL DEVELOPMENT</b>		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement.</li> <li>▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations.</li> <li>▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.</li> </ul>		
<b>Initial Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
PD opportunities and scheduling support the Classical school model.		156
<b>Concerns/Questions</b>		<b>Page</b>
Lacking details how PD will address diverse learners.		160
How will PD specifically support professional growth, generating collaboration, and cultivating future leadership?		156-167
<b>Final Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
The professional development plan provides for opportunities to support the classical education model.		
<b>Concerns/ Questions</b>		<b>Page</b>
The professional development plan does not provide detail for how PD will address the needs of special and diverse populations. Rules and regulations are addressed without focus on how to serve these populations through instruction.		160
Plan lacks detail in how to support professional growth, generating collaboration, and cultivating future leadership.		156-167

**SECTION 2 – OPERATIONS PLAN AND CAPACITY**

2.6 INSURANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ The insurance company letter (<b>Attachment J</b>) confirms that required coverage will be provided upon approval of the charter school application.</li> </ul>		
Initial Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Applicant will meet all insurance requirements. Attachment J is provided.		168
Concerns/Questions		Page
Final Application Review		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The application clearly states all insurance requirements will be met.		
Concerns/ Questions		Page

**SECTION 2 – OPERATIONS PLAN AND CAPACITY**

<b>2.7 TRANSPORTATION – IF APPLICABLE</b>		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable.</li> <li>▪ The applicant has a sound plan for oversight of its transportation operations.</li> <li>▪ The applicant has a plan for transporting special needs students where necessary.</li> <li>▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.</li> </ul>		
<b>Initial Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
<b>Concerns/Questions</b>		<b>Page</b>
Transportation provision concerns		169  170-171
<b>Final Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
<b>Concerns/ Questions</b>		<b>Page</b>
Applicant states transportation will not be offered in year one. This may not allow them to meet their enrollment requirements. A final location could play a great role in this.		169
Plans for any transportation needs are not developed. The plan indicates this would require a third party to meet any needs.		170-171



**SECTION 2 – OPERATIONS PLAN AND CAPACITY**

<b>2.8 FOOD SERVICE</b>		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ The applicant explains how it will collect free and reduced-price lunch information from families.</li> </ul>		
<b>Initial Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
Free and Reduced data will be collected.		173
<b>Concerns/Questions</b>		<b>Page</b>
Relying on MCPS or 3rd party vendor Compliance with food service regulations		172-173
<b>Final Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
The plan provides Free and Reduced data will be collected each year.		173
<b>Concerns/ Questions</b>		<b>Page</b>
The plan outlines contracting with MCPS or a third party vendor. Concerns include the availability of a hot meal, monitoring of state and federal requirements, and quality of food.		172-173

**SECTION 2 – OPERATIONS PLAN AND CAPACITY**

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments.</li> <li>▪ The applicant provides a compelling data management plan that protects the privacy of student information.</li> <li>▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse.</li> <li>▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property.</li> <li>▪ The applicant specifies a maintenance plan for school facilities.</li> <li>▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.</li> </ul>		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
No detail for use of technology No safety plan		
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page
Plans for using technology within the classroom and for state assessments do not provide detail. Plan calls for a contacted nurse. It does not give details of service or time in the building.  Safety plan has not been developed.  All services are provided through outside vendors. Safety, monitoring of laws, and verification of certifications are concerns.		175 176 176 175-178

**SECTION 2 – OPERATIONS PLAN AND CAPACITY**

<b>2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE</b>		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>• 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.</li> <li>• There is a clear division of roles between the board and the CMO.</li> <li>• 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.</li> <li>• If available, the CMO agreement (<b>Attachment K</b>) 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</li> </ul>		
<b>Initial Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
N/A		
<b>Concerns/Questions</b>		<b>Page</b>
<b>Final Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
N/A		
<b>Concerns/ Questions</b>		<b>Page</b>

**SECTION 2 – OPERATIONS PLAN AND CAPACITY**

<b>2.11 WAIVERS</b>		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement.</li> <li>▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.</li> </ul>		
<b>Initial Application Review</b>		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
Applicant has requested waivers for 16 state laws or rules and regulations.		180-182
<b>Concerns/Questions</b>		<b>Page</b>
Applicants reasoning for waiver request is often for financial or convenience reasons, not to increase students' academic success.		180-182
<b>Final Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input checked="" type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
N/A		
<b>Concerns/ Questions</b>		<b>Page</b>
Each waiver does not have a clear rationale that describes how it will improve academic achievement. Many of the waivers will inhibit the applicant in recruitment of trained staff.		181

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges.</li> <li>▪ 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.</li> <li>▪ The applicant provides a comprehensive annual report for the network (<b>Attachment L</b>).</li> </ul>		
Initial Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Plan is provided that includes the number and types of schools, the years proposed to open and pending applications.		184
Concerns/Questions		Page
ACE currently does not operate nor has it operated a school. This is referenced multiple times. This leads to questions validity and accuracy of the presented plan.		184
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
The applicant provides a semi-detailed plan of organizational capacity.		
Concerns/ Questions		Page
Unable to replicate success due to no operational schools.		184

**SECTION 2 – OPERATIONS PLAN AND CAPACITY**

<b>2.13 NETWORK MANAGEMENT</b>		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ The leadership team is identified, together with their roles and responsibilities.</li> <li>▪ As <b>Attachment M</b>, 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.</li> <li>▪ 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.</li> <li>▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.</li> </ul>		
<b>Initial Application Review</b>		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
Leadership team is identified and a decision making structure is provided. Attachment M is provided and complete.		188 att M
<b>Concerns/Questions</b>		<b>Page</b>
ACE only has two employees. Neither has experience with the TDOE, with MCPS, or Maury County.		
<b>Final Application Review</b>		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
Organizational chart has clear lines of authority and detailed qualifications for each position.		188
<b>Concerns/ Questions</b>		<b>Page</b>

**SECTION 2 – OPERATIONS PLAN AND CAPACITY**

<b>2.14 NETWORK GOVERNANCE</b>		
Characteristics of a strong response: <b>1) If there is a network board that operates as the main governing body with each school having an advisory committee:</b> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation.</li> <li>▪ Roles and responsibilities of this board are described clearly and concisely.</li> <li>▪ 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.</li> <li>▪ There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s).</li> </ul> <b>2) If there will be one governing board for all schools at the local level:</b> <ul style="list-style-type: none"> <li>▪ 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).</li> <li>▪ A copy of the by-laws and organizational chart is included.</li> <li>▪ 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.</li> <li>▪ There is a plan in place for board training as required by Tennessee law.</li> </ul>		
<b>Initial Application Review</b>		
<input checked="" type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
<b>Concerns/Questions</b>		<b>Page</b>
<b>No schools are currently in operation.</b>		
<b>Final Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
Bylaws and organizational charts are clear and are included.		126
<b>Concerns/ Questions</b>		<b>Page</b>
Current plan does not have clear and compelling plans to evaluate academic and operational success.		125

**SECTION 2 – OPERATIONS PLAN AND CAPACITY**

<b>2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS</b>		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success.</li> </ul>		
<b>Initial Application Review</b>		
Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
Chart is completed and matches information from previous sections.		195
<b>Concerns/Questions</b>		<b>Page</b>
<b>Final Application Review</b>		
Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
Projections are aligned with the educational program.		195
<b>Concerns/ Questions</b>		<b>Page</b>
Application review team is unable to determine if projections will be conducive to school success.		195



**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.

<b>Summary Rating for Entire Operations Plan and Capacity</b>		
<b>Initial Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p><b>Strengths:</b>                      Grievance/complaint process is complete. Professional development and scheduling supports stated mission and vision.</p> <p><b>Weaknesses/Questions:</b>                      The board has little to no training in TNDOE, TCA, TNSBE guidance, laws, rules and regulations. Transportation plan provided has limited information. Little detail in technology plan. All outside providers for services provision. Building size compared to projected enrollment is problematic.</p>		
<b>Final Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p><b>Strengths:</b>                      Insurance assurances are provided and applicable. Organizational chart aligns with the mission and vision. Network plan is complete and in alignment with the mission and vision.</p> <p><b>(If Any) Weaknesses:</b>                      Timelines provided in application for construction, capacity and facilities, are already overdue. Application review team questions the validity of a SY24-25 start, as applicant does not meet time lines set forth in application. The architectural renderings in application are not stamped by architect. The plan details 16 waivers to state law and state board rules and regulations.</p>		

**SECTION 3 – FINANCIAL PLAN AND CAPACITY**

<b>3.1 &amp; 3.2 CHARTER SCHOOL FINANCING</b>		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ The budget worksheet (<b>Attachment N</b>) contains reasonable assumptions and budget numbers that reflect all start-up expenses.</li> <li>• The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits.</li> <li>• Sound criteria and procedures are in place for selecting contractors for any administrative services.</li> <li>• There is a high level of financial expertise amongst the applicant's internal and external team members.</li> <li>• The start-up and five-year operating budgets are complete, realistic and viable.</li> <li>• The applicant's budget narrative (<b>Attachment O</b>) clearly explains and supports all revenue and cost assumptions.</li> <li>• The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.</li> </ul>		
<b>Initial Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths	Page	
The financial plan is consistent with mision & vision of applicant. The plan clearly articulates sources of revenue.	Attachment N & O	
Concerns/Questions	Page	
The applicant did not provide any MOU's for outside service provision, therefore it is difficult for the reviewer to ascertain budget assumptions within the budget attachments. Federal Revenues decrease in years 3-5, with no explanation.	p198	
<b>Final Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths	Page	
The financial plan is consistent with mision & vision of applicant. The plan clearly articulates sources of revenue.	p198	
Concerns/ Questions	Page	
After applicant interview, the reviewer is unable to ascertain costs for service provision. There appears to be an over estimation of revenue, which assumes full enrollment at the Counties' overall demographic. This may be unattainable. The plan does not articulate costs of substitutes, custodial services, etc	Attachments N & O	

**SECTION 3 – FINANCIAL PLAN AND CAPACITY**

<b>3.3 NETWORK FINANCIAL PLAN</b>		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ The applicant provides a complete, realistic, and viable budget for the network (<b>Attachment P</b>). 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.</li> <li>▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.</li> </ul>		
<b>Initial Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
<b>Concerns/Questions</b>		<b>Page</b>
<b>Final Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<b>Strengths</b>		<b>Page</b>
Applicant was able to articulate access to additional sources of revenue through the interview process. Financial plan appears appropriate to the mission and vision of the school.		
<b>Concerns/ Questions</b>		<b>Page</b>
The applicant has \$0 budgeted in year 1 for instructional supplies. The reviewer has concerns regarding preparation for year 2 opening.		Att N and O

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.

<b>Summary Rating for Entire Financial Plan and Capacity Section</b>		
<b>Initial Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <p style="margin-left: 20px;">The budget assumptions include contingencies for a diverse population.</p>  <p>Weaknesses/Questions:</p> <p style="margin-left: 20px;">Doesn't state cost of various items: custodial, substitutes, etc.</p>		
<b>Final Application Review</b>		
<input type="checkbox"/> Meets or Exceeds Standard	<input checked="" type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
<p>Strengths:</p> <p style="margin-left: 20px;">The budget assumptions include contingencies for a diverse population.                      The financial plan is consistent with the mission and vision.                      The financial plan appears to be subsidized by ACE.</p> <p>(If Any) Weaknesses:</p> <p style="margin-left: 20px;">The budget assumptions are unable to be realized by reviewer as MOUs for service provision were not disclosed.                      Applicant will not utilize TN Fiscal Accountability Standards.                      Applicant enrollment demographics may be skewed by location, therefore state and federal funds may be decreased.</p>		

**SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD**

4.1 PAST PERFORMANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> <li>▪ 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 (<b>Attachment Q</b>).</li> <li>▪ Graduation rates are indicative of highly successful strategies (if applicable).</li> <li>▪ 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.</li> <li>▪ 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).</li> <li>▪ If the school is operating under another authorizer, the school's performance report or authorizer evaluation (<b>Attachment R</b>) is favorable.</li> <li>▪ Latest audit (<b>Attachment S</b>) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law.</li> <li>▪ 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, <b>Attachment T</b>).</li> </ul>		
Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page
N/A ACE does not currently have any operational schools at this time.		200