



**INDIANA
DEPARTMENT of
EDUCATION**

Indiana Department of Education Charter School Program (CSP) Rubric - Quality Counts (QC)

Criteria	0 points	1 point	2 points	3 points	Score
Optional Competitive Preference Priority (up to 3 additional points)	Applicant opts not to address this element, OR narrative does not focus upon any of the designated priority areas (Early Childhood, Postsecondary, or Rural)	Area of focus is indicated and one of the elements is fully addressed: 1. Expected targets and outcomes are clearly described; 2. Targets and outcomes are supported by qualitative or quantitative data or SMART goals; and 3. Unique populations are clearly defined and described	Area of focus is clearly defined and all two of the elements are fully addressed: 1. Expected targets and outcomes are clearly described; 2. Targets and outcomes are supported by qualitative or quantitative data or SMART goals; and 3. Unique populations are clearly defined and described	Area of focus is clearly defined and all three elements are fully addressed: 1. Expected targets and outcomes are clearly described; 2. Targets and outcomes are supported by qualitative or quantitative data or SMART goals; and 3. Unique populations are clearly defined and described	
Charter School Vision and Expected Outcomes	Does not meet any of the required components	Meets at least three of the required components: 1. Vision 2. Need for the school and Communication Plan 3. Curriculum framework and evidence-based instructional practices 4. Specific strategies support all students in meeting/exceeding Indiana Academic Standards 5. Development of 21st Century skills or preparing students to be college and career ready 6. Sustainability beyond CSP Grant Funding	Meets at least five of the required components: 1. Vision 2. Need for the school and Communication Plan 3. Curriculum framework and evidence-based instructional practices 4. Specific strategies support all students in meeting/exceeding Indiana Academic Standards 5. Development of 21st Century skills or preparing students to be college and career ready 6. Sustainability beyond CSP Grant Funding	Meets all of the required components: 1. Vision 2. Need for the school and Communication Plan 3. Curriculum framework and evidence-based instructional practices 4. Specific strategies support all students in meeting/exceeding Indiana Academic Standards 5. Development of 21st Century skills or preparing students to be college and career ready 6. Sustainability beyond CSP Grant Funding	
Expertise of Charter School Developers	Does not meet any of the required components	Has attempted to meet one of the required components, but not fully executed: 1. Identify key personnel and descriptions are provided, showing each individual's qualifications aligned to the proposed program For schools Replicating or Expanding : 2. Data analysis referencing the school's latest APR report from IN View For New schools: 2. Data, research, and analysis that support the new school's model	Meets one of the required components: 1. Identify key personnel and descriptions are provided, showing each individual's qualifications aligned to the proposed program For schools Replicating or Expanding : 2. Data analysis referencing the school's latest APR report from IN View For New schools: 2. Data, research, and analysis that support the new school's model	Meets all of the required components: 1. Identify key personnel and descriptions are provided, showing each individual's qualifications aligned to the proposed program For schools Replicating or Expanding : 2. Data analysis referencing the school's latest APR report from IN View For New schools: 2. Data, research, and analysis that support the new school's model	
Charter School Goals & Communication Plan	Does not meet any of the required components	Has attempted to meet the required components, but not fully executed: 1. No less than three specific, measurable goals are clearly defined 2. Goals are specifically related to the proposal activities 3. Academic outcomes of all students (all grade levels served) will be addressed 4. Plan to ensure all stakeholders are aware of goals. 5. A communication plan Must include student achievement data	Meets the required components, but not fully executed: 1. No less than three specific, measurable goals are clearly defined 2. Goals are specifically related to the proposal activities 3. Academic outcomes of all students (all grade levels served) will be addressed 4. Plan to ensure all stakeholders are aware of goals. 5. A communication plan Must include student achievement data	Meets all of the required components: 1. No less than three specific, measurable goals are clearly defined 2. Goals are specifically related to the proposal activities 3. Academic outcomes of all students (all grade levels served) will be addressed 4. Plan to ensure all stakeholders are aware of goals. 5. A communication plan that includes multiple avenues to reach all stakeholders with specificity Must include student achievement data	
Use of CSP Funding	Does not meet any of the required components	Meets one of the required components: 1. Provide budget narrative and explanation for how budget plan is aligned with proposed outcomes. 2. Describe school's sustainability plan after the grant expires 3. Provide itemized costs in detail 4. All costs are Reasonable, Allocable, and necessary	Meets two of the required components: 1. Provide budget narrative and explanation for how budget plan is aligned with proposed outcomes. 2. Describe school's sustainability plan after the grant expires 3. Provide itemized costs in detail 4. All costs are Reasonable, Allocable, and necessary	Meets all of the required components: 1. Provide budget narrative and explanation for how budget plan is aligned with proposed outcomes. 2. Describe school's sustainability plan after the grant expires 3. Provide itemized costs in detail 4. All costs are Reasonable, Allocable, and necessary	

<p>School Governance and Administrative Relationships</p>	<p>Does not meet any of the required components</p>	<p>Meets at least three of the required components:</p> <ol style="list-style-type: none"> 1. Governance structure and EMO or CMO partnerships (if applicable) 2. Describe how school leaders are empowered and how staff work together 3. Board selection process 4. Board member training 5. Describe the relationship between school leadership, governing board, or authorizer with service providers 6. Timely submission for state and federal requirements. 	<p>Meets at least five of the required components:</p> <ol style="list-style-type: none"> 1. Governance structure and EMO or CMO partnerships (if applicable) 2. Describe how school leaders are empowered and how staff work together 3. Board selection process 4. Board member training 5. Describe the relationship between school leadership, governing board, or authorizer with service providers 6. Timely submission for state and federal requirements. 	<p>Meets all of the required components:</p> <ol style="list-style-type: none"> 1. Governance structure and EMO or CMO partnerships (if applicable) 2. Describe how school leaders are empowered and how staff work together 3. Board selection process 4. Board member training 5. Describe the relationship between school leadership, governing board, or authorizer with service providers 6. Timely submission for state and federal requirements. 	
<p>Student Recruitment and Admission Process</p>	<p>Does not meet any of the required components</p>	<p>Has attempted to meet one of the required components, but not fully executed:</p> <ol style="list-style-type: none"> 1. School recruitment plan and compliance with Indiana Code 20-24-5 2. Describe the public lottery process 	<p>Meets one of the required components:</p> <ol style="list-style-type: none"> 1. School recruitment plan and compliance with Indiana Code 20-24-5 2. Describe the public lottery process 	<p>Meets both of the required components:</p> <ol style="list-style-type: none"> 1. School recruitment plan and compliance with Indiana Code 20-24-5 2. Describe the public lottery process 	
<p>Needs of Educationally Disadvantaged Students</p>	<p>Does not meet any of the required components</p>	<p>Sufficiently addressed 1-2 of the student groups:</p> <ol style="list-style-type: none"> 1. Students with disabilities 2. Low-Income Students 3. English Learners 4. Homeless Students 5. Neglected and Delinquent Students 	<p>Sufficiently addressed at 3-4 of the student groups:</p> <ol style="list-style-type: none"> 1. Students with disabilities 2. Low-Income Students 3. English Learners 4. Homeless Students 5. Neglected and Delinquent Students 	<p>Sufficiently addressed all of the student groups:</p> <ol style="list-style-type: none"> 1. Students with disabilities 2. Low-Income Students 3. English Learners 4. Homeless Students 5. Neglected and Delinquent Students 	
<p>Community Outreach Activities</p>	<p>No description provided or cited within application</p>	<p>Evidence of parent, teacher, and community involvement ins partial, vague or unclear</p>	<p>Evidence of parent, teacher, and community involvement is offered but does not seem fully explained</p>	<p>Clear evidence of the involvement of parents, teachers, and the community in the design of the school is presented.</p>	
<p>Fiscal Management Plan</p>	<p>Does not meet any of the required components</p>	<p>Meets one of the required components:</p> <ol style="list-style-type: none"> 1. Describe the internal controls over expenditures and how records will be maintained 2. Describe the process for managing this particular grant, including decision-making process, creation of the budget, and how items purchased are tracked. 3. Describe how other state and federal funds will support the effective operation of the school or student achievement, including paying for staff and other related costs beyond initial startup costs support by the CSP grant 	<p>Meets two of the required components:</p> <ol style="list-style-type: none"> 1. Describe the internal controls over expenditures and how records will be maintained 2. Describe the process for managing this particular grant, including decision-making process, creation of the budget, and how items purchased are tracked. 3. Describe how other state and federal funds will support the effective operation of the school or student achievement, including paying for staff and other related costs beyond initial startup costs support by the CSP grant 	<p>Meets both of the required components:</p> <ol style="list-style-type: none"> 1. Describe the internal controls over expenditures and how records will be maintained 2. Describe the process for managing this particular grant, including decision-making process, creation of the budget, and how items purchased are tracked. 3. Describe how other state and federal funds will support the effective operation of the school or student achievement, including paying for staff and other related costs beyond initial startup costs support by the CSP grant 	

<p>Facilities Management Plan</p>	<p>Does not meet any of the required components</p>	<p>Meets one of the required components:</p> <ol style="list-style-type: none"> 1. Describe how the facility is safe, secure, and sustainable 2. Describe how enrollment impacts facility needs 3. Provide an overview of the transportation plan 	<p>Meets two of the required components:</p> <ol style="list-style-type: none"> 1. Describe how the facility is safe, secure, and sustainable 2. Describe how enrollment impacts facility needs 3. Provide an overview of the transportation plan 	<p>Meets all of the required components:</p> <ol style="list-style-type: none"> 1. Describe how the facility is safe, secure, and sustainable 2. Describe how enrollment impacts facility needs 3. Provide an overview of the transportation plan 	
<p>Signed Charter School Assurances</p>	<p>None of the required signatures have been obtained and submitted with the proposal</p>	<p>One of the three required signatures submitted, i.e., charter authorizer, or project contact person, or board president</p>	<p>Two of the three required signatures submitted, i.e., charter authorizer, and/or project contact person, and/or board president</p>	<p>All three required signatures submitted, i.e., charter authorizer, project contact person, and board president</p>	

Required Appendices

Criteria	Not Attached 0 points	Attached 1 point
Charter Application to Authorizer (for new or replication proposals) or Amendment to Existing Charter (for expansion proposal)		
Budget Worksheet		
Most recent Expanded Annual Performance Report (INview) NOT APPLICABLE to new charter schools (scored as automatic point)		
Proof of Non-Profit Status		
Agreement/contract between governing body and management organization. NOT APPLICABLE if applicant does not use an EMO or CMO (scored as automatic point)		
School's Discipline Policy		
School's Safety Plan NOT APPLICABLE to new charter schools opening the 2022 – 2023 school year (scored as an automatic point).		

Overall Organization of Proposal

Criteria	0 points	1 point	2 points	3 points	Score
Overall organization of Proposal	Information was not provided in anticipated sequence; and/or information was nearly always difficult to locate.	Information requested was provided, but not consistently in the anticipated sequence. OR applicant exceeded 30-page narrative limit.	Applicant followed requested sequence and stayed within page limitations. Generally, information was easily located.	Applicant's proposal narrative clearly presented, following prescribed format, making the location of information, and anticipated key elements readily available. Applicant did not exceed 30-page narrative limit.	
Rubric Score					__ out of 46