

PPS Public Charter School Proposal Review Criteria: 2025**Applicant:** _____**Reviewer:** _____**Background**

Oregon's Public Charter School Law was enacted in May 1999. It provides an opportunity for teachers, parents, and community members to “create new, innovative, more flexible ways of educating all children within the public school system.” ORS 338.015. To implement the charter school law, the Portland Public Schools Board of Education adopted its Charter School Policy 6.70.010-P.

Review Process Components

The review process considers information required by ORSs 338.045 and 338.055 and District Policy 6.70.010-P and includes the following components:

1. A review of the proposal by an ad hoc committee composed of those with expertise in areas relevant to the charter proposal. This review will consist of:
 - An overall analysis by each reviewer with general impressions of the application.
 - Each reviewer's analysis of the section(s) of the proposal that are in the person's area(s) of expertise.
 - Each reviewer's numerical score of each section of the application and an average of those scores for each category, based on a four-point rubric of Meets, Nearly Meets, Needs Improvement, or Does Not Meet.

3 = Meets: The application addresses the section criteria with responses that adequately demonstrate the applicant's ability to successfully start and operate a charter school. Applicant demonstrates a clear understanding of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules, PPS Board policy regarding charter schools, and current PPS strategic initiatives in school system design. Applicant addresses the topic with specific evidence that shows thorough preparation and presents a clear, realistic picture of how the school intends to operate. Very little additional information or data is necessary.

2 = Nearly Meets: The application sufficiently addresses most of the section criteria, but does not provide adequate detail in the responses. Applicant provides some relevant data and/or information, but key data or informational points may be missing or flawed. The application lacks meaningful detail or requires additional information in one or more key areas.

1 = Needs Improvement: The application partially addresses some of the section criteria, and does not provide adequate detail in the responses. Applicant provides insufficient relevant data and/or information, and key data or informational points may be missing or flawed. The application lacks meaningful detail and requires additional information in multiple key areas. The applicant demonstrates a lack of knowledge of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules and/or lack of preparedness to open and operate a charter school.

0 = Does Not Meet: The application does not address the section criteria in adequate detail and/or the responses demonstrate the applicant's inability to successfully start and operate a charter school. The applicant provides insufficient data and/or information to support assertions in the proposal, or uses flawed or misleading data and/or information. The applicant demonstrates a lack of knowledge of the requirements of charter schools, as per relevant

Oregon Revised Statutes and Oregon Administrative Rules and/or lack of preparedness to open and operate a charter school. The applicant's responses raise substantial concerns about the applicant's ability to implement an effective educational, financial, and/or organizational plan.

2. A structured interview with representatives of the applicant group if the ad hoc staff committee feels it is necessary. The purposes of such an interview are to:
 - Clarify information already provided.
 - Probe for greater understanding of the applicant's proposal.
 - Assess the capacity of the applicant group to start and successfully operate the proposed charter school.
3. The Charter Schools Program Director may request additional information from the applicant during the review process. However, additional information will not be considered unless requested by the Charter Schools Program Director.
4. After its review, the ad hoc team's individual reviews will be compiled to form a team review, which will be the basis of the applicant's public hearing. This review alone does not constitute a recommendation. The Superintendent will consider the ad hoc staff committee's report and the information gathered from the public hearing and then make a recommendation to the full Portland Public Schools Board of Education, which will vote to approve or deny the charter school proposal.

The final decision to either recommend or reject the proposal will be based on information gathered throughout the review process.

Overall Recommendation Summary (complete this page last)

OVERALL RECOMMENDATION

Do you recommend that the District approve this application for a public charter school? Explain your recommendation in the Summary Comments section below.

Check one (required):

☐ APPROVE

☐ DENY

SUMMARY COMMENTS

Summarize your assessment of the application focusing on key strengths and concerns, as applicable.

Name:

Date:

Section 1: General Information

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Narrative Questions	0	1	2	3	Comments (including references from the application)
1. States the projected enrollment to be maintained and the ages or grades to be served when the school is fully enrolled. (For the 2025 application year, ONLY applications that do NOT include a high school component will be considered.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Describes the target population of students the public charter school will be designed to serve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. States the legal address, facilities and physical location of the public charter school, if known. If not known, states the region within Portland Public Schools District boundaries the charter applicant intends to locate the charter school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Describes the rationale for selecting the location and targeting the specified population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Describes how the location and facilities will accommodate the school's operations and the targeted student population, including students or staff with disabilities, and meet state and district standards for schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Describes the plan to provide for any future space needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Provides a description of proposed admission policies and application procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7a. Includes a description of the proposed lottery procedures and how they will comply with statutory requirements (ORS 338.125).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Assures the school's compliance with all statutes and rules that shall apply to the public charter school, all applicable district policies and administrative directives and procedures, and its cooperation with district staff at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

levels.					
9. States the date upon which the public charter school would begin operating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. States the requested term of the proposed charter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Subtotal:					(maximum points awarded =33)

Exhibits	0	1	2	3	Comments
Exhibit I: Table is completed and the methods used to collect the data are well described.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exhibit II: 1. The calendar provided includes the length of the school day and school year. 2. The applicant describes how the proposed calendar and hours of instruction meet or exceed the minimum annual hours of instruction required by grade levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Subtotal:					(maximum points awarded =6)
SECTION TOTAL:					(maximum possible = 39)

Section 2: Demand for the Program

Statutory criteria: ORS 338.055(3)(a): *The demonstrated, sustainable support for the public charter school by teachers, parents, students and other community members.*

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Narrative Questions	0	1	2	3	Comments (including references from the application)
1. <u>Not</u> including individuals involved in the development of the charter school proposal, explains how educators, families, and community members demonstrated and continue to demonstrate sustainable levels of support for the proposed charter school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Describes the manner in which community groups will be involved in the planning and development process of the public charter school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>3. In consideration of the following goal from the PPS Racial Educational Equity Policy:</p> <p>“The District shall welcome and empower families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student’s education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally-specific expertise -- including government agencies, non-profit organizations, businesses, and the community in general -- in meeting our educational outcomes.”</p> <p>a. Explains how the charter school, acting in partnership with the District, would help meet this goal.</p> <p>b. Explains how the groups described in the goal support the development of the proposed charter school.</p> <p>c. Explains how the groups described in the goal above have been engaged in the development of this proposal to help mitigate negative impact on underrepresented families of color.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p style="text-align: right;">Subtotal: (maximum points awarded =9)</p>					

Exhibits	0	1	2	3	Comments
Exhibit III: 1. Table is completed and the methods used to collect the data are well described. Samples or templates are attached to the exhibit. 2. Explains how the data from Exhibit III provides quantifiable data demonstrating sufficient demand for the proposed charter school from teachers, parents, students, and other community members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exhibit IV: Provides completed parent/family surveys. Evidence of parent and student support must represent students who will be in the grade levels served during the proposed term of the charter. Parent/family surveys include at minimum: a. the number of potential students in each household; b. where the student(s) attend(s) school currently; c. the student's current grade.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exhibit V: Table is complete, specific, and the methods used to collect the data are well described; copies of materials used to collect information are included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exhibit VI: At least three current letters of reference are attached for each person and/or organization listed in Exhibit V. Letters are from people familiar with the subject's educational and organizational experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Subtotal:					(maximum points awarded =12)
SECTION TOTAL:					(maximum possible = 21)

Section 3: Financial and Organizational Plans

Statutory criteria: ORS 338.055(3)(b): *The demonstrated financial stability of the public charter school, including the demonstrated ability of the school to have a sound financial management system that is in place at the time the school begins operating and that meets the requirements of ORS 338.095 (1).*

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Narrative Questions	0	1	2	3	Comments (including references to the application)
1. Describes the governance structure of the public charter school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Explains how the board was established and how it supports the school's mission, governance, racial and cultural equity, community outreach efforts, and fiscal stability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. Describes the plan to train and recruit board members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Explains how the directors' roles are different from the school administrators' roles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Describes any advisory or other board committees and how they will relate to the school's board and administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Describes the manner in which the program review and fiscal audit will be conducted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Describes the plan for performance bonding or insuring the public charter school, including buildings and liabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Subtotal:					(maximum points awarded =21)

Exhibits	0	1	2	3	Comments
Exhibit VII: Budget is complete, reasonable, and financially sound. All narrative questions are answered thoroughly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exhibit VIII: Financial plan includes the following components: a. Financial management systems are described. b. There is a description of how the financial management system will meet the requirements of ORS 398.095(1). c. There is a plan for having the financial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>management systems in place at the time the school begins operating. The role/title of the individual(s) responsible for the implementation and operation of the financial management system is provided.</p> <p>d. There is evidence that the systems and procedures in the proposed financial and business plan follow general accounting procedures.</p> <p>e. There is evidence that the proposed budget and financial plan for the public charter school are financially sound.</p>					
Exhibit IX: The board of directors and their terms are listed; their qualifications are well described.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exhibit X: A completed Acknowledgment of Understanding is attached for each person named in Exhibit IX.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exhibit XI: The bylaws are attached, reasonable, and comprehensive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exhibit XII: Applicant provides evidence of 501(c)(3) status or documentation of the ongoing application process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Subtotal:					(maximum points awarded =18)
SECTION TOTAL:					(maximum possible = 39)

Section 4: Instructional Program

Statutory criteria: ORS 338.055(3)(c): *The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs to students pursuant to an approved proposal.*

For all questions: If replicating or using an existing program, the applicant provides data showing the program's measurable effects on students' academic achievement.

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Narrative Questions	0	1	2	3	Comments (including references to the application)
1. Provides a description of the philosophy and mission of the public charter school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Describes the curriculum of the public charter school and any distinctive learning or teaching techniques to be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

used.					
3. Provides a description of the expected results of the curriculum and the verified methods of measuring and reporting objective results that will show the growth of knowledge of students attending the public charter school, and allow comparisons to be made with other public schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Describes how the charter school will ensure that: a. Students meet growth targets b. Students meet subgroup growth targets c. Students meet all associated standards using Oregon or federal accountability assessments in English/Language Arts, Mathematics, Writing, Science, and participation at grades 3-8 and 9-12, and attendance at all grades, where applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Explains how the proposed curricula, methods, and materials are based on sound and effective models or approaches that will result in increased learning and achievement for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Explains how the instructional program will support students of all races and ethnicities in meeting state content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

standards and benchmarks.					
7. Explains how the proposed charter school will offer students comprehensive instruction (where applicable) in English Language Arts and Literacy, Science, Literacy in Science and Technical Subjects, Health Education, Arts, Mathematics, Educational Technology, Social Sciences, Literacy in History and Social Studies, World Language, and Physical Education that meets the academic content standards adopted by the State Board of Education and meets other requirements adopted by the State Board of Education and the board of the public charter school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Explains how the instructional program and curriculum will be designed to be culturally responsive, and to close achievement and opportunity gaps specific to race and poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Explains how culturally relevant curriculum will be integrated into instruction at all levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Explains how this charter school proposal will help meet the following strategic objectives (where applicable). a. Enter first grade: Ready to read – i.e., evidence of reading readiness by the school's internal local assessments. b. End of third grade: Reading to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>learn – Students meet or exceed state benchmarks on ELA assessments.</p> <p>c. Middle years: Ready for high school – i.e., student attendance is 90% or greater, students meet or exceed state benchmarks on ELA assessments, and students take and pass 8th grade algebra.</p> <p>d. Enter 10th grade: On track to graduate – i.e., students complete 9th grade with 6 credits and not lower than a C grade in core subjects.</p> <p>e. 12th grade: Graduating on time, ready for college and career.</p>					
11. Explains how this charter school proposal will minimize barriers to equal access and meet the needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Explains how school performance data will allow comparisons with other public schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Explains how the instructional program will be differentiated or otherwise designed and implemented to meet the needs of students who are English Language Learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Explains how the instructional program will be differentiated or otherwise designed and implemented to meet the needs of students who are identified as Talented and Gifted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>15. Explains how the proposed charter school will address the Oregon legislature's goals for charter schools in ORS 338.015:</p> <ul style="list-style-type: none"> a. Increase student learning and achievement. b. Increase choices of learning opportunities for students. c. Better meet individual students' academic needs and interests. d. Build stronger working relationships among educators, parents, and other community members. e. Encourage the use of different and innovative learning methods that are not already provided by the district. f. Provide opportunities in small learning environments for flexibility and innovation, which may be applied, if proven effective, to other public schools. g. Create new professional opportunities for teachers. h. Establish additional forms of accountability for schools. i. Create innovative measurement tools. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Subtotal: (maximum points awarded =45)</p>					

Exhibits	0	1	2	3	Comments
Exhibit XIII: Provides the plan of service for English Language Learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exhibit XIV: Provides a plan for serving students that qualify under Section 504 of the Rehabilitation Act of 1973.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exhibit XV: 1. Shows the alignments of the proposed curriculum and selected instructional materials to state-adopted content and performance standards at the grade levels to be served. 2. Explains the reason(s) for selection of the curriculum and instructional materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
					Subtotal: (maximum points awarded =9)
					SECTION TOTAL: (maximum possible = 54)

Section 5: Educational Program for Academically Low-Achieving Students

Statutory criteria: ORS 338.055(3)(d): *The capability of the applicant, in terms of support and planning, to specifically provide, pursuant to an approved proposal, comprehensive instructional programs to students identified by the applicant as academically low-achieving.*

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Narrative Questions	0	1	2	3	Comments (including references to the application)
1. Explains how the instructional program will be differentiated or otherwise designed and implemented to meet the needs of academically low achieving students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Describes the academic and other supports that will be available for students identified as academically low-achieving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Subtotal:					(maximum points awarded = 6)

SECTION TOTAL: (maximum possible = 6)

Section 6: Additional Information Required by the District

Statutory criteria: ORS 338.055(3)(e): *The adequacy of the information provided as required by ORS 338.045(2) and (3).*

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Narrative Questions	0	1	2	3	Comments (including references to the application)
<u>Supports for Learning</u> 1. Describes the key employment requirements and qualifications for each staff position listed below. Includes an explanation of how all teachers in core subjects will be qualified per requirements of Every Student Succeeds Act (ESSA). a. Teachers. (Include	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>qualifications for serving ELL, TAG, SpEd, etc.)</p> <p>b. Teaching assistants.</p> <p>c. Counselors.</p> <p>d. Principals, directors, managers, and any other administrators. If any administrators have been identified or selected, provides their names and qualifications.</p> <p>e. Support staff.</p> <p>f. Others.</p>					
2. Explains how professional development needs will be identified and met for teachers and teaching staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. Explains how professional development needs will be identified and met for administrators, support staff, and other staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Describes the plan for providing professional development specifically focused on racial equity and cultural responsiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Explains the plan for providing child nutrition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Explains the plan for providing transportation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Explains the plan for providing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

co-curricular activities (if any).					
8. Explains the plan for providing counseling (if any).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Performance and Accountability</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. States the school's specific annual student performance goals, as defined by the school. Explains how they are measurable for the proposed term of the charter.					
2. States the school's other specific goals. Explains how they are measurable. (Examples might include goals for parent involvement or staff training or professional development.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explains the school's plan to use student and school performance data to inform and adjust its education program, supports for learning, and school improvement plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Describes how the charter school will provide its students equal access to participation in its programs or activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Subtotal: (maximum points awarded = 36)

Exhibits	0	1	2	3	Comments	
Exhibit XVI: Provides the marketing and recruitment plan. Explains how the plan is: <ul style="list-style-type: none"> a. Consistent with the school's mission and goals. b. Specifically designed to reach the school's target population(s). c. Specifically designed to provide equity of access to all students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Exhibit XVII: Provides the following policies: <ul style="list-style-type: none"> A. Student application and admission B. Student withdrawal C. Student promotion and retention D. Standards for student behavior, including: <ul style="list-style-type: none"> i. Discipline of students ii. Discipline of students with disabilities iii. Suspension of students iv. Expulsion of students E. Student attendance, including: <ul style="list-style-type: none"> i. Excused absences ii. Unexcused absences iii. Vacations iv. Tardiness F. Homework G. Bullying and harassment H. Admission of students expelled from other districts and/or schools I. Volunteers J. Field trips K. Staff and student technology and internet use 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

L. Emergency management and training (includes a Healthy & Safe Schools Plan) M. Allowable fees/fines to be charged to families N. Every Student Belongs O. Any other policies relevant to the mission of the charter school							
Subtotal: (maximum points awarded =6)							
SECTION TOTAL: (maximum possible = 42)							

Section 7: Value vs. Adverse Impact

Statutory criteria: ORS 338.055(3)(f): *Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of students residing in the school district in which the public charter school will be located.*

3 = Meets: The application addresses the section criteria with responses that adequately demonstrate the applicant's ability to successfully start and operate a charter school. Applicant demonstrates a clear understanding of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules, PPS Board policy regarding charter schools, and current PPS strategic initiatives in school system design. Applicant addresses the topic with specific evidence that shows thorough preparation and presents a clear, realistic picture of how the school intends to operate. Very little additional information or data is necessary.

2 = Nearly Meets: The application sufficiently addresses most of the section criteria, but does not provide adequate detail in the responses. Applicant provides some relevant data and/or information, but key data or informational points may be missing or flawed. The application lacks meaningful detail or requires additional information in one or more key areas.

1 = Needs Improvement: The application partially addresses some of the section criteria, and does not provide adequate detail in the responses. Applicant provides insufficient relevant data and/or information, and key data or informational points may be missing or flawed. The application lacks meaningful detail and requires additional information in multiple key areas. The applicant demonstrates a lack of knowledge of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules and/or lack of preparedness to open and operate a charter school.

0 = Does Not Meet: The application does not address the section criteria in adequate detail and/or the responses demonstrate the applicant's inability to successfully start and operate a charter school. The applicant provides insufficient data and/or information to support assertions in the proposal, or uses flawed or misleading data and/or information. The applicant demonstrates a lack of knowledge of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules and/or lack of preparedness to open and operate a charter school. The applicant's responses raise substantial concerns about the applicant's ability to implement an effective educational, financial, and/or organizational plan.

Narrative Questions	0	1	2	3	Comments (including references to the application)	
1. Explains why a public charter school was selected as the desired educational option for the grade levels and target population(s). Compares and contrasts the charter school option to other options already available in the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. Describes the proposed plan for the placement of public charter school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

teachers, other school employees and students of the public charter school upon termination or nonrenewal of the charter.						
3. Describes how and where enrollment trends of district schools may be affected if the proposed charter school opens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Subtotal: (maximum points awarded = 9)						
SECTION TOTAL: (maximum possible = 9)						

Section 8: Special Education

Statutory criteria: ORS 338.055(3)(g): *Whether there are arrangements for any necessary special education and related services for children with disabilities pursuant to ORS 338.165.*

3 = Meets: The application addresses the section criteria with responses that adequately demonstrate the applicant's ability to successfully start and operate a charter school. Applicant demonstrates a clear understanding of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules, PPS Board policy regarding charter schools, and current PPS strategic initiatives in school system design. Applicant addresses the topic with specific evidence that shows thorough preparation and presents a clear, realistic picture of how the school intends to operate. Very little additional information or data is necessary.

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Narrative Questions	0	1	2	3	Comments (including references from the application)
1. Describes the arrangements for any necessary special education and related services provided pursuant to ORS 338.165 for children with disabilities who may attend the public charter school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Explains how the instructional program will be differentiated or otherwise designed and implemented to meet the needs of special education students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Subtotal:					(maximum points awarded = 6)

SECTION TOTAL: (maximum possible = 6)

Section 9: Prior History

Statutory criteria: ORS 338.055(3)(i): *The prior history, if any, of the applicant in operating a public charter school or in providing educational services.*

3 = Meets: The application addresses the section criteria with responses that adequately demonstrate the applicant's ability to successfully start and operate a charter school. Applicant demonstrates a clear understanding of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules, PPS Board policy regarding charter schools, and current PPS strategic initiatives in school system design. Applicant addresses the topic with specific evidence that shows thorough preparation and presents a clear, realistic picture of how the school intends to operate. Very little additional information or data is necessary.

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Narrative Questions	0	1	2	3	Comments
1. Describes the prior history of any of the founding members of the charter school or any members of the charter school's board in operating a public charter school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Describes the prior history of any of the founding members of the charter school or any of the members of the charter school's board in operating a 501(c)3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

nonprofit organization.					
3. Describes the prior history of any of the founding members of the charter school or any of the members of the charter school's board in providing educational services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Subtotal:					(maximum points awarded = 9)
SECTION TOTAL:					(maximum possible = 9)

Section 10: Conversion of an Existing School to Charter School Status (optional)

Statutory criteria: ORS 338.055(3)(h): *Whether there are alternative arrangements for students and for teachers and other school employees who choose not to attend or who choose not to be employed by the public charter school.*

3 = Meets: The application addresses the section criteria with responses that adequately demonstrate the applicant's ability to successfully start and operate a charter school. Applicant demonstrates a clear understanding of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules, PPS Board policy regarding charter schools, and current PPS strategic initiatives in school system design. Applicant addresses the topic with specific evidence that shows thorough preparation and presents a clear, realistic picture of how the school intends to operate. Very little additional information or data is necessary.

2 = Nearly Meets: The application sufficiently addresses most of the section criteria, but does not provide adequate detail in the responses. Applicant provides some relevant data and/or information, but key data or informational points may be missing or flawed. The application lacks meaningful detail or requires additional information in one or more key areas.

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0 = Does Not Meet: The application does not address the section criteria in adequate detail and/or the responses demonstrate the applicant's inability to successfully start and operate a charter school. The applicant provides insufficient data and/or information to support assertions in the proposal, or uses flawed or misleading data and/or information. The applicant demonstrates a lack of knowledge of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules and/or lack of preparedness to open and operate a charter school. The applicant's responses raise substantial concerns about the applicant's ability to implement an effective educational, financial, and/or organizational plan.

Narrative Questions	0	1	2	3	Comments
1. In the case of an existing public school being converted to charter status: a. Describe the alternative arrangements for students who choose not to attend the public charter school and for teachers and other school employees who choose not to participate in the public charter school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

b. Describe the relationship that will exist between the public charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees and their recognized representative, if any.					
					Subtotal: (maximum points awarded = 3)
					SECTION TOTAL: (maximum possible = 3)

Appendix: Virtual Charter Schools (ORS 338.120)

An applicant proposing a virtual charter school must complete this section. As defined in ORS 338.005(5)(a-b), a “virtual charter school” is a public charter school that provides online courses, but does not include a public charter school that primarily serves students in a physical location.

3 = Meets: The application addresses the section criteria with responses that adequately demonstrate the applicant’s ability to successfully start and operate a charter school. Applicant demonstrates a clear understanding of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules, PPS Board policy regarding charter schools, and current PPS strategic initiatives in school system design. Applicant addresses the topic with specific evidence that shows thorough preparation and presents a clear, realistic picture of how the school intends to operate. Very little additional information or data is necessary.

2 = Nearly Meets: The application sufficiently addresses most of the section criteria, but does not provide adequate detail in the responses. Applicant provides some relevant data and/or information, but key data or informational points may be missing or flawed. The application lacks meaningful detail or requires additional information in one or more key areas.

1 = Needs Improvement: The application partially addresses some of the section criteria, and does not provide adequate detail in the responses. Applicant provides insufficient relevant data and/or information, and key data or informational points may be missing or flawed. The application lacks meaningful detail and requires additional information in multiple key areas. The applicant demonstrates a lack of knowledge of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules and/or lack of preparedness to open and operate a charter school.

0 = Does Not Meet: The application does not address the section criteria in adequate detail and/or the responses demonstrate the applicant’s inability to successfully start and operate a charter school. The applicant provides insufficient data and/or information to support assertions in the proposal, or uses flawed or misleading data and/or information. The applicant demonstrates a lack of knowledge of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules and/or lack of preparedness to open and operate a charter school. The applicant’s responses raise substantial concerns about the applicant’s ability to implement an effective educational, financial, and/or organizational plan.

Narrative Questions	0	1	2	3	Comments
1. Describes the school’s plan for student academic achievement that addresses how the school will improve student learning and meet academic content standards required by ORS 329.045	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Describes the performance criteria that the school will use to measure the progress of the school in meeting the academic performance goals set by the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

school for its first five years of operation.					
3. Describes the plan for implementing the proposed education program of the school by directly and significantly involving parents and guardians of students enrolled in the school and involving the professional employees of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Provides a budget, business plan and governance plan for the operation of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

5. Describes the plan for monitoring and tracking student progress and attendance, including the plan for ensuring and documenting that students in the virtual public charter school receive the minimum instructional time for their grade.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Describes the plan for providing student assessments in a manner that ensures that an individual student is being assessed and that the assessment is valid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Describes the plan to ensure that all school administration (superintendents, assistant superintendents, principals,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

assistant principals, etc.) are licensed to administer by Teacher Standards and Practices Commission (TSPC).					
8. Describes the plan to ensure that at least 95% of the school's instructional hours are taught by teachers licensed by TSPC and qualified as required by the Every Student Succeeds Act (ESSA).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Describes the school's plan for maintaining student records and school records, including financial records, at a designated central office of operations that is located within the PPS school district. The plan includes how the school will maintain the confidentiality of these records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Describes the plan to ensure equitable access to the education program of the school by ensuring that each student enrolled in the school: <ul style="list-style-type: none"> a. Has access to and use of computer and printer equipment as needed b. Is offered an internet service cost reimbursement arrangement under which the school reimburses the parent or guardian of the student, at a rate set by the school, for the costs of obtaining internet service at the minimum connection speed required to effectively access the 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

education program provided by the school, <u>or</u> c. Has access to and use of computer and printer equipment and is offered internet service cost reimbursement.					
11. Describes the plan to provide access to computer and printer equipment and the internet service cost reimbursement as described in item #9 above for students enrolled in the school who are from families that qualify as low-income.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Describes the plan to conduct school-sponsored optional education events at least six times each school year at locations selected to provide convenient access to all students enrolled in the school who want to participate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Describes the plan to conduct meetings at least twice a week between teachers and students enrolled in the school, either in person or through the use of conference calls or other technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Describes the plan to provide opportunities for face-to-face meetings between teachers and students enrolled in the school at least six times each school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Describes the plan to provide, at the time of a student's enrollment, written notice to PPS and, if different, to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

district where the student is a resident. Please note that notification must be provided within 10 days of enrollment and must include: the name, age, and address of the student, and the name of the school in which the student was formerly enrolled.					
16. Describes the plan to provide, at the time of the student's withdrawal for a reason other than graduation from high school, written notice to PPS and, if different, to the school district where the student is a resident. Please note that notification must be provided within 10 days of withdrawal and must include: the name, age, and address of the student, the reason the student is no longer enrolled and, if applicable, the name of the school in which the student will enroll, if known to the virtual school, and the last day on which the student was enrolled at the virtual public charter school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Provides an assurance that, upon request of PPS or a student's resident school district, the virtual public charter school shall provide a student's education records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Provides an assurance that no member of the PPS school board shall be: an employee of the virtual public charter school, a member of the governing body of the virtual public charter school, or an	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

employee or other representative of any third-party entity with which the virtual charter school has entered into a contract to provide educational services.					
19. Provides an assurance that no person who is a member of the governing body of the virtual public charter school shall be an employee of a third-party entity with which the virtual public charter school has entered, or intends to enter, into a contract to provide educational services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. Provides an assurance that, if the virtual public charter school enters into a contract with a third-party entity to provide educational services for the virtual public charter school: a. No employee or member of the governing board of the third-party entity will attend an executive session of the PPS school board b. No employee of the virtual public charter school will promote the sale or benefits of private supplemental services or classes offered by the third-party entity c. The educational services provided by the third-party entity shall be consistent with Oregon state standards and requirements, and shall be changed on the same timelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>that changes are imposed on the nonvirtual public charter schools in Oregon</p> <p>d. The virtual public charter school shall have on file the third-party entity's budget for the provision of educational services, and that budget shall itemize:</p> <p>i. The salaries of supervisory and management personnel and consultants who are providing educational or related services for a public charter school in Oregon</p> <p>ii. The annual operating expenses and profit margin of the third-party entity for providing educational services to a public charter school in Oregon</p>					
<p>21. Provides an assurance that, upon request, PPS or a member of the public shall be given access to any of the documents described in this section that are public records, as provided by ORS 192.311 to 192.478.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Subtotal: (maximum points awarded = 63)

SECTION TOTAL: (maximum possible = 63)

Please compile your individual scores on this sheet and rate each section accordingly. Please note the following:

- If any section of the application is rated as “Does Not Meet”, then the application as a whole does not meet criteria. Applications with any sections rated “Needs Improvement” or “Nearly Meets” may or may not meet criteria, depending on what additional information is required.
- This review will be compiled with the individual reviews of all other review team members to form an aggregate review. Reviewers’ scores will be collectively considered to form the team review. Do not use a scoring rubric other than this one.
- This is a preliminary review and does not constitute a recommendation. This review will form the basis of the public hearing, which will take place following the release of the team review.
- The applicant may be asked by the Charter Schools Program Director to submit additional information at any time during the review process. Reviewers may be asked to review any additional information submitted.

Note: For the purpose of this evaluation, a determination of “Meets” should assume a section score of at least 85% of the maximum points available for that section. “Nearly Meets” assumes 70%. “Needs Improvement” assumes 35%. “Does Not Meet” is anything below 35%.

<u>Section</u>	<u>Maximum Points</u>	<u>Total Points</u>	<u>Determination</u>
Section 1: General Information (17%)	39		<input type="checkbox"/> Meets (33-39) <input type="checkbox"/> Nearly Meets (26-32) <input type="checkbox"/> Needs Improvement (14-25) <input type="checkbox"/> Does Not Meet (0-13)
Section 2: Demand for the Program (9%)	21		<input type="checkbox"/> Meets (18-21) <input type="checkbox"/> Nearly Meets (14-17) <input type="checkbox"/> Needs Improvement (8-13) <input type="checkbox"/> Does Not Meet (0-7)
Section 3: Financial and Organizational Plan (17%)	39		<input type="checkbox"/> Meets (33-39) <input type="checkbox"/> Nearly Meets (26-32) <input type="checkbox"/> Needs Improvement (14-25) <input type="checkbox"/> Does Not Meet (0-13)
Section 4: Instructional Program (24%)	54		<input type="checkbox"/> Meets (46-54) <input type="checkbox"/> Nearly Meets (36-45) <input type="checkbox"/> Needs Improvement (19-35) <input type="checkbox"/> Does Not Meet (0-18)
Section 5: Educational Program for Academically Low-Achieving Students (3%)	6		<input type="checkbox"/> Meets (5-6) <input type="checkbox"/> Nearly Meets (4) <input type="checkbox"/> Needs Improvement (2-3) <input type="checkbox"/> Does Not Meet (0-1)
Section 6: Additional Information Required by the District (19%)	42		<input type="checkbox"/> Meets (36-42) <input type="checkbox"/> Nearly Meets (28-35) <input type="checkbox"/> Needs Improvement (15-27) <input type="checkbox"/> Does Not Meet

			(0-14)
Section 7: Value vs. Adverse Impact (4%)	9		<input type="checkbox"/> Meets (8-9) <input type="checkbox"/> Nearly Meets (6-7) <input type="checkbox"/> Needs Improvement (3-5) <input type="checkbox"/> Does Not Meet (0-2)
Section 8: Special Education (3%)	6		<input type="checkbox"/> Meets (5-6) <input type="checkbox"/> Nearly Meets (4) <input type="checkbox"/> Needs Improvement (2-3) <input type="checkbox"/> Does Not Meet (0-1)
Section 9: Prior History (4%)	9		<input type="checkbox"/> Meets (8-9) <input type="checkbox"/> Nearly Meets (6-7) <input type="checkbox"/> Needs Improvement (3-5) <input type="checkbox"/> Does Not Meet (0-2)
Section 10: Conversion of an Existing School to Charter Status (optional)	3		<input type="checkbox"/> Meets (3) <input type="checkbox"/> Nearly Meets (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Does Not Meet (0)
Appendix: Virtual Schools	63		<input type="checkbox"/> Meets (51-63) <input type="checkbox"/> Nearly Meets (42-50) <input type="checkbox"/> Needs Improvement (22-41) <input type="checkbox"/> Does Not Meet (0-21)
TOTAL	225 (228 if converting from an existing school; 288 if a virtual school)		(Each reviewer's final determination will be based on the total points, the determination in each category, and an overall impression of the application. Please note the final determination on the "Overall Recommendation Summary" page of the review rubric.)