**[INSERT APPLICANT NAME]**

**2019-20 Early Education Provider Application**

**Evaluation Form**

**Ratings and Criteria Overview**

Evaluators will use the following criteria to rate applicant responses to the Request for Qualifications. Within each section, specific criteria define the expectations for a strong response that “Meets the Standard.” Evaluators will rate responses by applying the following guidance:

|  |  |
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| **Rating** | **Characteristics** |
| **Meets the Standard** | The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to operate; and inspires confidence in the applicant’s capacity to carry out the plan effectively. |
| **Partially Meets the Standard** | The response meets the criteria in some respects but lacks detail and/or requires additional information in one or more areas. |
| **Does Not Meet the Standard** | The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; is unsuited to the mission of the authorizer or otherwise raises substantial concerns about the viability of the plan or the applicant’s ability to carry it out. |

Recommendations from the Evaluation Team will be based on evaluation of the written application (narrative and attachments), independent due diligence, and the applicant interview (if applicable). **In addition to meeting the criteria that are specific to that section, each part of the proposal should align with the overall mission and vision, educational program, and operations and financial plans.**

**Instructions for Evaluators**

1. Fill in your name, the name of the applicant group, and the name of the proposed school. Click once on the grey boxes to begin typing.
2. **Complete the summary page last**. 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 application section as a whole. It should summarize your findings and should not be cut and pasted from your subsection analysis.
3. For each subsection of the application, you should do the following during your initial individual analysis of the proposal:
   1. Select a rating for that section. Click once on the gray box to select. If you are not able to check the box, please HIGHLIGHT your selection.
   2. Use the “Comments” area to identify notable positive aspects of the response. Be sure to include page references where applicable. Also use this area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.
4. If the applicant receives a score that qualifies them for a capacity interview:
   1. Select a final rating for that section. Click once on the gray box to select. If you are not able to check the box, please HIGHLIGHT your selection.
   2. Use the “After Capacity Interview” area to provide your final evaluation of that subsection based on the complete application record (proposal, due diligence if applicable, capacity interview). This analysis should support the final rating you select.
   3. Revise your summary page as needed.

**Please note that your comments and evidence are as significant as your rating, and there should be clear alignment between the comments you provide and the rating you selected.**

**COMPLETE THIS PAGE LAST.**

**Ratings Summary**

Evaluator Name: Click or tap here to enter text.

Applicant Group: Click or tap here to enter text.

Proposed School Name: Click or tap here to enter text.

Score Required for Capacity Interview: Click or tap here to enter text.

**SUMMARY COMMENTS**

Each part of your summary comments should provide a clear understanding of your overall impression 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 cut and pasted from your subsection analysis.

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| **SECTION 2** — **Educational Program** | | |
| **Initial Application Review** | | |
| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
| COMMENTS: Click or tap here to enter text. | | |
| **After Capacity Interview** | | |
| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
| COMMENTS: Click or tap here to enter text. | | |

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| **SECTION 3** — **Governance, Operations Plan, and Capacity** | | |
| **Initial Application Review** | | |
| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
| COMMENTS: Click or tap here to enter text. | | |
| **After Capacity Interview** | | |
| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
| COMMENTS: Click or tap here to enter text. | | |

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| **SECTION 4** — **Financial Plan** | | |
| **Initial Application Review** | | |
| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
| COMMENTS: Click or tap here to enter text. | | |
| **After Capacity Interview** | | |
| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
| COMMENTS: Click or tap here to enter text. | | |

**Section 1 — School Overview**

*This section is not rated separately by the evaluators. It provides the evaluators with a reference for each of the other sections of the application, which will be assessed, in part, for the quality of alignment with the School Overview.*

**Section 2 — High Quality Kindergarten Components**

## Curriculum

1. A strong response will provide evidence of the following:
   1. Alignment between the anticipated curriculum and Texas PK Guidelines and the Texas Essential Knowledge and Skills standards.
   2. The primary instructional strategies and learning environments that the school will expect teachers to use and why those strategies are well-suited for the anticipated student population.
   3. Description of the methods and systems teachers will use to provide differentiated instruction to meet the needs of all students.

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| **Initial Application Review** | | |
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| **After Capacity Interview** | | |
| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
| COMMENTS: Click or tap here to enter text. | | |

**Student Progress Monitoring**

1. A strong response will provide evidence of the following:
   1. An effective plan (including qualified personnel) and system to implement and interpret interim assessments that will measure academic progress – of individual students and student cohorts – throughout the school year and strategies to employ corrective actions when needed; and
   2. A comprehensive, effective plan (including qualified personnel) and system for collecting and analyzing student academic achievement data, using the data to refine and improve instruction – including providing training and support to school leadership and teachers – and reporting the data to the school community. This should include identification of the student data system to be used, as well as qualified personnel who will be responsible for managing and interpreting the data for teachers and leading or coordinating data-driven professional development.

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| **After Capacity Interview** | | |
| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
| COMMENTS: Click or tap here to enter text. | | |

**Teacher Qualifications**

1. A strong response will provide evidence of the following:
   1. A recruitment and hiring strategy, including selection criteria, protocol, and timeline, that are likely to result in a strong staff that is well-suited to the school;
   2. A plan for providing targeted and personalized support and development to retain a high-performing staff;
   3. Identification of evaluation tools and processes that will capture trends and track and promote teacher progress over time; and
   4. Effective planning for unsatisfactory leadership/teacher performance and turnover.

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| **After Capacity Interview** | | |
| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
| COMMENTS: Click or tap here to enter text. | | |

**Family Engagement Plan**

1. A strong response will provide evidence of the following:
   1. A parent engagement plan that will:
      * Facilitate family-to-family support;
      * Establish a network of community resources;
      * Increase family participation in decision-making;
      * Equip families with tools to enhance and extend learning;
      * Develop staff skills in evidence-based practices that support families in meeting their children’s learning benchmarks; and
      * Evaluate family engagement efforts and use evaluation for continuous improvement.

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| **After Capacity Interview** | | |
| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
| COMMENTS: Click or tap here to enter text. | | |

**Program Evaluation**

1. A strong response will provide evidence of the following:
   1. A comprehensive plan to evaluate the proposed high-quality prekindergarten program and a process to make results from program evaluation available to families; and
   2. Annual performance goals for which the school will be held accountable, such as student progress and achievement levels, closing achievement gaps, kindergarten readiness, and community and family engagement.

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| **Initial Application Review** | | |
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| **After Capacity Interview** | | |
| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
| COMMENTS: Click or tap here to enter text. | | |

**Special Populations and At-Risk Students**

1. If the applicant proposes to provide services to students, a strong response will provide evidence of the following:
   1. The special populations that the school expects to serve;
   2. The plan to serve students with special needs, including but not limited to: students with Individualized Education Programs (IEPs) or Section 504 plans, English Language Learners (ELLs), students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify Methods for identifying students and avoiding misidentification;
   3. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services;
   4. Plans for monitoring and evaluating the progress and success of identified students.

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| **After Capacity Interview** | | |
| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
| COMMENTS: Click or tap here to enter text. | | |

**Section 3 — Governance, Operations Plan, and Capacity**

**Organizational Structure**

1. A strong response will provide evidence of the following:
   1. As **Attachment 1**, an organizational chart that clearly indicates all positions and delineates appropriate lines of authority; and
   2. The proposed school’s legal status (e.g., non-profit and federal tax exempt) and structure that are in compliance with state law.

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| **Initial Application Review** | | |
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| **After Capacity Interview** | | |
| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
| COMMENTS: Click or tap here to enter text. | | |

**Applicant Team Capacity**

1. A strong response will provide evidence of the following:
   1. As **Attachment 2**, the collective qualifications (documented by résumés and bios for all members) to implement the school design successfully, including capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement; and
   2. As **Attachment 3**, the proposed School Leader’s experience in/ability to design, launch, and lead a school that effectively serves the target population, as well as evidence that the proposed leader is well-qualified to implement the specific educational program being proposed. Any identified leadership training is appropriate for and aligned with the educational program *(if the School Leader candidate(s) is identified)*; or
   3. As **Attachment 3**, the board and/or network’s preparation and plan to recruit and retain a leader with the ability to lead a school that effectively serves the target population *(If School Leader candidate(s) is not yet identified)*; and
   4. A description of any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned roles, and any resources they have contributed or plan to contribute to the school’s development.

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| **After Capacity Interview** | | |
| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
| COMMENTS: Click or tap here to enter text. | | |

**Professional Development**

1. A strong response will provide evidence of the following:
   1. Sensible allocation of responsibilities for professional development, including demonstrated understanding of, and preparation for, professional development needs; and
   2. Professional development methods, calendar, and staffing that effectively support the education program and are likely to maximize success in improving student achievement, including an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program.

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| **After Capacity Interview** | | |
| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
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**Section 4 — Financial Plan**

# (Limit: 5 Pages)

A strong Financial Plan is coherent overall and aligned internally with the school’s mission and vision, Educational Program, and Organization Plan.

**Financial Plan**

1. A strong response will provide evidence of the following:
   1. Reasonable assurances that the operator will have sound systems, policies, and processes for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits;
   2. That the school’s leadership has a strong understanding of the appropriate delineation of roles and responsibilities among the administration and governing board regarding school finance;
   3. That the school will ensure financial transparency, including plans for public adoption of the school’s budget and public dissemination of its annual audit and an annual report;
   4. As **Attachment 4**, a complete, realistic, and viable operating budget within the Financial Plan Workbook provided;
   5. As **Attachment 5**, a detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable); and
   6. Sound contingency planning to meet financial needs if anticipated revenues are not received or are lower than estimated.

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