

Evaluation, Recommendation, and Decision-Making

Decision-Making Process

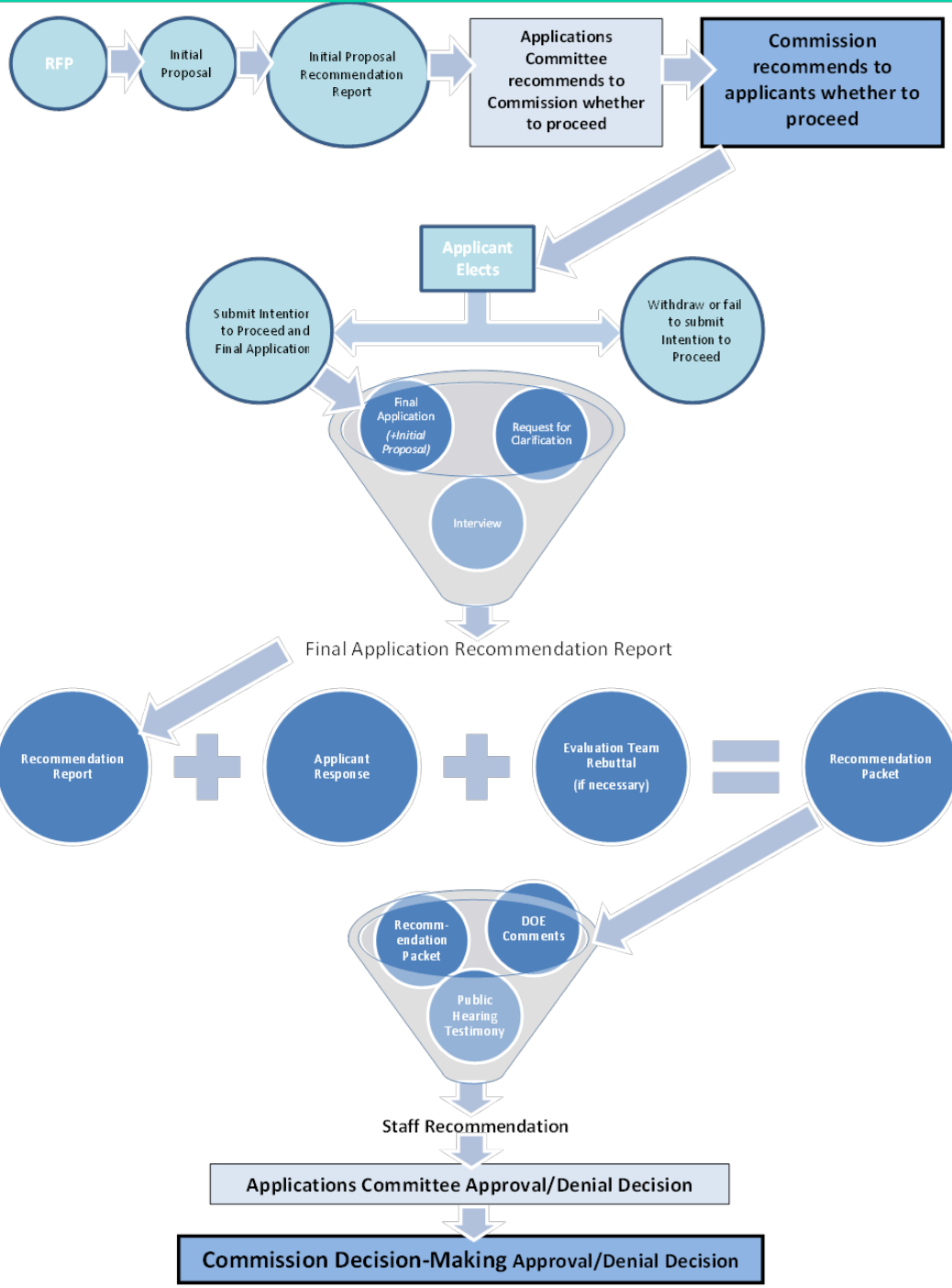
Evaluation, Evaluators, Evaluation Criteria, and Initial
Proposal Recommendation



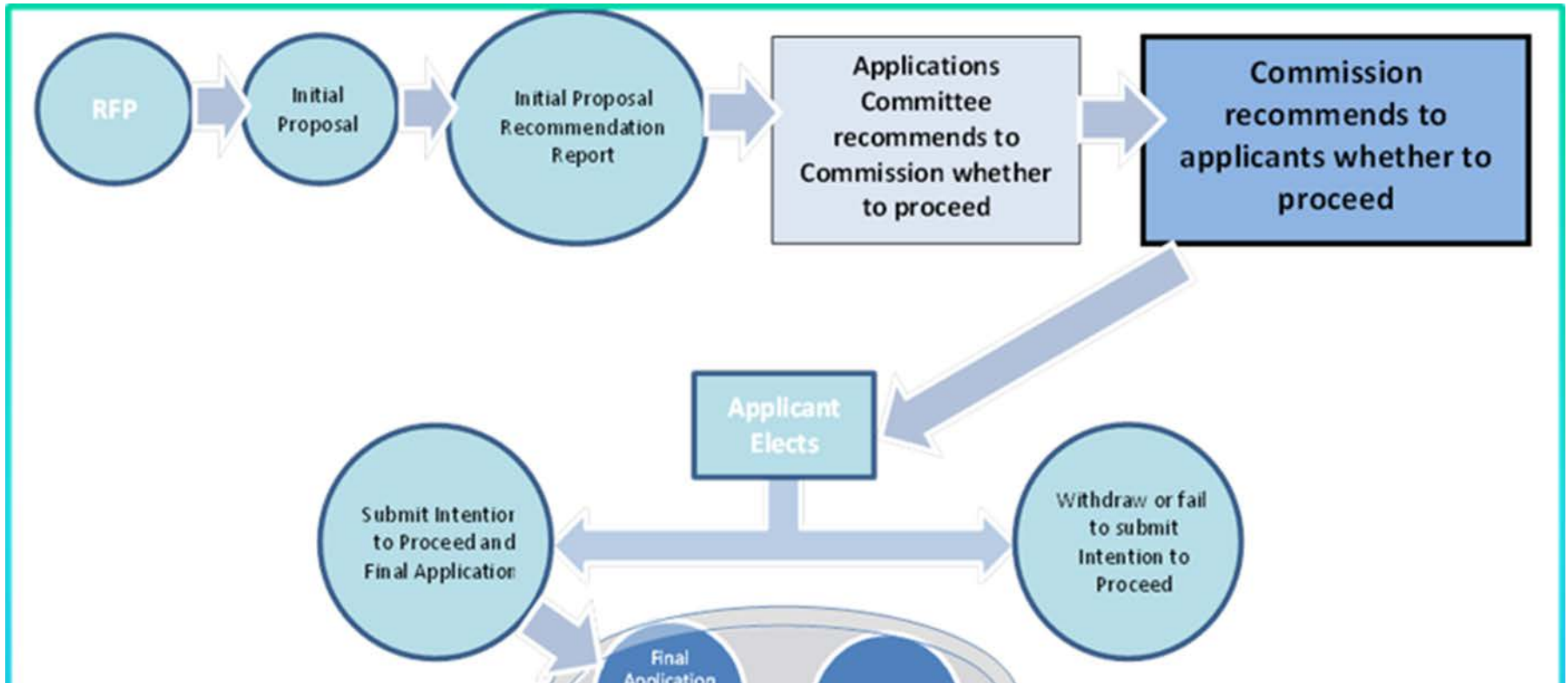
Decision-Making Process

Alison Kunishige,
Chief Operations Officer

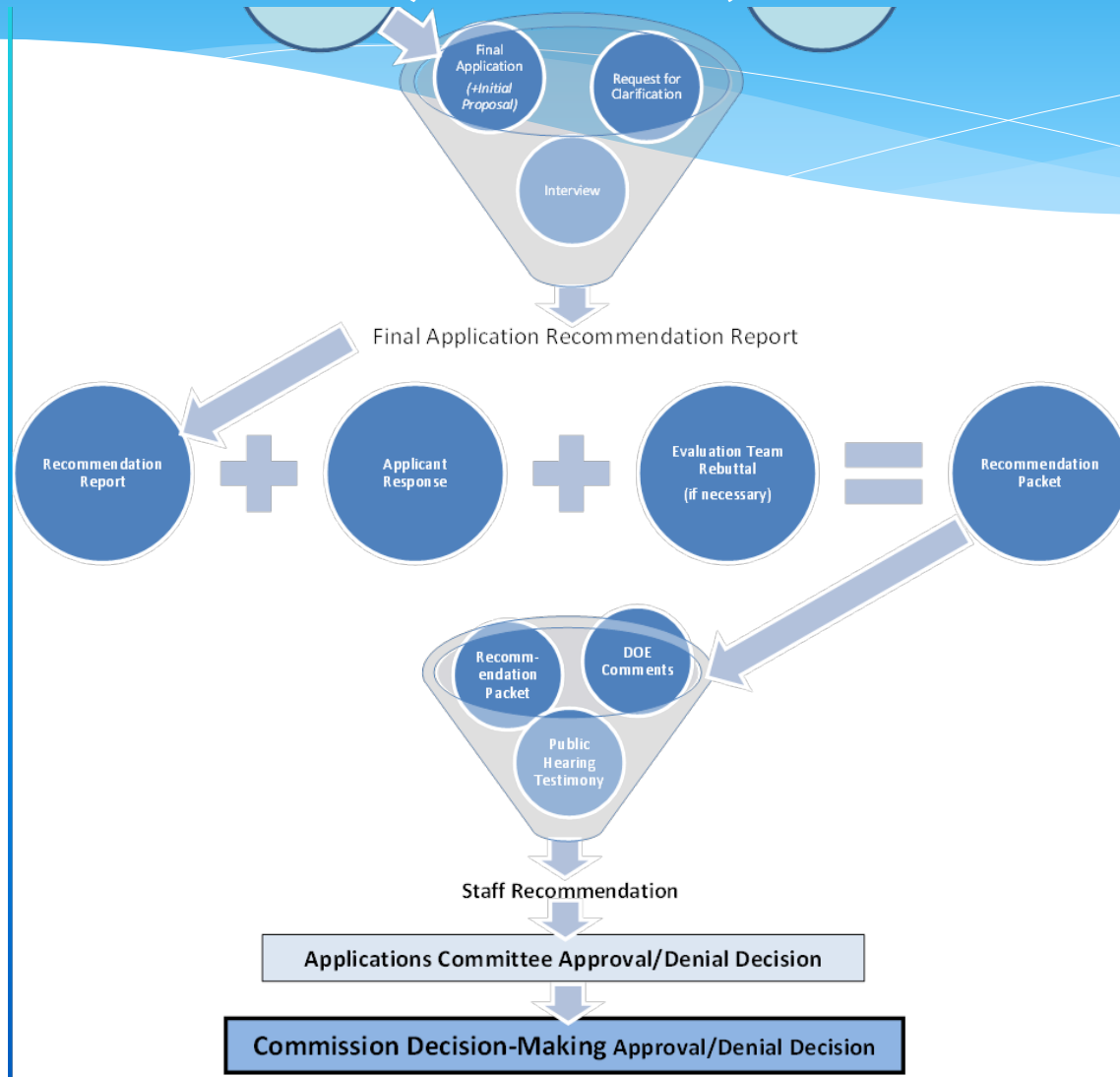




Initial Proposal Process (Phase 1)



Final Application Process (Phase 2)



Evaluation, Evaluators, Evaluation Criteria, and Initial Proposal Recommendation

Kenyon Tam

Operations and Applications Specialist



Evaluators

- * Who will evaluate the Initial Proposal
 - * Commission academic performance staff
 - * Operations staff will run the evaluation process, communicate with applicants, perform any research requested by evaluators and Commissioners, but will not evaluate Initial Proposals

Initial Proposal Evaluation

- * What the academic performance staff evaluates
 - * Initial Proposal
 - * Attachments

Initial Proposal Evaluation Criteria

- * Sets a minimum quality threshold
- * Substantially Inadequate responses:
 - * Fail to address RFP requirements or criteria for approval;
 - * Present unreasonable plans or ideas;
 - * Lack essential information; or
 - * Raise significant concerns about the applicant's capacity.

Initial Proposal Evaluation Criteria

- * Initial Proposals with Substantially Inadequate responses will receive recommendations to voluntarily withdraw
- * **IMPORTANT:** Meeting the minimum thresholds set in the Initial Proposal Evaluation Criteria **DOES NOT** mean that the Initial Proposal meets the Final Application Evaluation Criteria

Final Application Evaluation Criteria

Scale and narrative analysis of each section

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 proposed school expects to operate; and inspires confidence in the applicant's capacity to carry out the plan effectively.
Does Not Meet the Standard	The response meets the criteria in some respects but has substantial gaps, lacks detail and/or requires additional information in one or more areas and does not reflect a thorough understanding of key issues. It does not provide enough accurate, specific information to show thorough preparation; fails to present a clear, realistic picture of how the school expects to operate; and does not inspire confidence in the applicant's capacity to carry out the plan effectively.
Falls Far Below the Standard	The response does not meet the criteria in most respects, is undeveloped or significantly incomplete; demonstrates lack of preparation; raises substantial concerns about the viability of the plan; or the applicant's capacity to carry it out.

Initial Proposal Evaluation Criteria

Example

1. Propose a framework for instructional design that reflects the needs of the proposed school's anticipated population and its alignment to academic standards. If you plan to adopt or develop additional academic standards beyond those specified in Strive HI and the Academic Performance Framework, explain the types of standards (such as content areas and grade levels). Describe the adoption or development process that has taken place or will take place for these additional academic standards. Briefly describe the source of the additional standards and the rationale for their inclusion. Briefly describe how this proposed framework also ensures continued student achievement as measured by Strive HI and the Academic Performance Framework.

A response is Substantially Inadequate if it:

- Clearly does not present a framework for rigorous, quality instructional design that reflects the needs of the proposed school's target population and is aligned with the Common Core State Standards.
- Clearly lacks a cohesive plan for educating the proposed school's target population, including appropriate curriculum, instructional strategies, assessments, and methods for identifying and addressing student needs.

Final Application Evaluation Criteria Example

1. Propose a framework for instructional design that reflects the needs of the proposed school's anticipated population and its alignment to academic standards. If you plan to adopt or develop additional academic standards beyond those specified in Strive HI and the Academic Performance Framework, explain the types of standards (such as content areas and grade levels). Describe the adoption or development process that has taken place or will take place for these additional academic standards. Briefly describe the source of the additional standards and the rationale for their inclusion. Briefly describe how this proposed framework also ensures continued student achievement as measured by Strive HI and the Academic Performance Framework.

A strong response will have the following characteristics:

- Comprehensive framework for rigorous, high-quality instructional design that reflects both the needs of the proposed school's anticipated population and its alignment to academic standards. Includes a brief description of how the proposed framework will ensure continued student achievement as measured by Strive HI and the Academic Performance Framework.
- If applicable, clear, rigorous academic standards beyond those specified in Strive HI and the Academic Performance Framework. Includes clear descriptions of the adoption or development process, the source of the additional standards and a reasonable rationale for their inclusion.

Initial Proposal Recommendation

- * Using the Initial Proposal Evaluation Criteria, Evaluators create the Initial Proposal Recommendation.
- * Applications Committee
- * Full Commission Meeting
- * Applicant Elects

Important Note

- * Possible to make minor amendments later
 - * Initial Proposal Amendment (within Final Application)
- * Major amendments are not permitted
 - * Raises new issues
 - * Alters fundamental nature
 - * Creates conflicts or inconsistencies
 - * Significantly impacts one or more areas

Questions?

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