

Alabama Public Charter School Commission

Charter Actions Requiring a Vote

- ☒ Charter School Application
- ☐ Charter Renewal
- ☐ Charter Contract Amendment
- ☐ Charter School Notice of Concern
- ☐ Commence Charter Revocation Proceedings
- ☐ Revoke a Charter

Policies

- ☐ Policy Changes
- ☐ New Policy
- ☐ Amendment to a New Policy

PREPARED BY: Mrs. Logan Searcy, Executive Director

SUBJECT: Charter Application- Invictus Career Institute

DATE: May 5, 2025

The following application to open a charter school beginning in the school year 2026-2027 was submitted to the Alabama Public Charter School Commission on March 13, 2025. A capacity interview was held the morning of April 29, 2025, and a public forum was held the evening of April 29, 2025, in Birmingham, Alabama.

Commission Action

The Executive Director of the Alabama Public Charter School Commission requests that the Commission vote to approve or deny the application of Invictus Career Institute.

Background

Information about the background of the applicant.

Name of Applicant Group	Invictus Career Institute
Mission and Vision	Our mission is to empower students in grades 6-12 with the knowledge, skills, and hands-on experiences necessary for success in health and medical careers. Through rigorous academics, real-world learning, and industry partnerships, we cultivate compassionate, skilled professionals who are prepared to lead, innovate, and serve their communities in the ever-evolving healthcare field.
Grade Span	Invictus will serve grades 6 th -12 th and will open with 6 th and 9 th expanding to all grades served in the fourth year.

Proposed Enrollment	Invictus will begin with 150 students in year one, 75 in each grade level, and will expand to serve 525 students by year 4 at 75 students per grade level.
Target Population	The student demographic at Invictus Career Institute (ICI) is expected to reflect the diversity of Bessemer and the surrounding areas, mirroring demographic trends and shifts observed in Bessemer City Schools, Jefferson County Schools, and nearby districts. More specifically, according to the Alabama State Department of Education (ALSDE) report card, over the past decade, Bessemer has seen shifts in its student population, including an increase in Hispanic/Latino and multiracial student enrollment and a continued predominance of Black or African American students. In year one, Invictus expects to see 75% enrollment of Black or African American students, 15% in Hispanic/Latino, and 7% White with other categories being less than 5%.
Desired Location	The former UAB Medical West Hospital facility at 995 Ninth Avenue SW, Bessemer, AL 35022.
Unique Elements of the Education Program	Operating as a career-focused educational institution.
Community Support	Invictus Career Institute has partnered with Lift As We Climb to share information with the community.

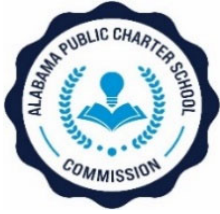
Applicants' Strengths:

- School Vision and Mission: The applicant provided a compelling mission statement and gave detailed information on the broader community being served by the graduates of Invictus Career Institute, with a persuasive vision for how Invictus Career Institute fits into the healthcare sector.
- Leadership and Governance: Invictus Career Institute has a dedicated governing board who have significant experience in the healthcare field and who can facilitate partnerships for the school. The organizational plan has clear delineation between school leadership and board members with roles and responsibilities clearly articulated.
- School Calendar and Schedule: Invictus Career Institute has proposed a block school schedule that has sufficient time for the core subjects while integrating career pathways into the curriculum. It included Flexible Fridays which facilitate interventions, virtual learning and project-based experiences while giving staff time for professional development as necessary.
- Facilities: The proposed school facility was an operational hospital until late 2024 and

hence it is ideal for healthcare training purposes. There is evidence of correspondence regarding the lease/purchase of the space.

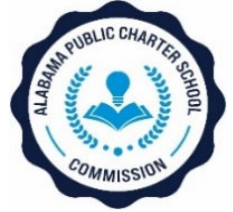
Applicants' Areas Needing Further Attention:

- Community Engagement: While significant evidence exists of collaboration within the healthcare sector, there is little evidence of community support for the school in the Bessemer in the form of parent or student interest.
- Pre-opening phase funding sources: Invictus Career Institute has a pledge of \$150,000 from The Achieves Foundation, but no other evidence of committed funding. Invictus Career Institute has applied for additional start-up funding.
- Budgeting in Opening Year and Beyond: Invictus Career Institute has an expensive school model needing specialized staff in health-related fields, in addition to expensive instructional aids (equipment). The proposed site for the school will necessitate renovations. The funding levels in the proposed budget do not appear to meet these funding needs.
- Staff Structure: The staffing chart provided does not include growth plans as the school increases enrollment and expands offerings.
- Performance Management: No mission-specific academic, organizational or financial goals beyond the standards used by the commission are provided.
- Unique/Innovative Operational Aspects: No information provided.



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Application Rubric Summary



School Name:	Invictus Career Institute
Location:	Bessemer City Schools

Excellent
Good
Fair
Weak

	Score	Possible	Percentage
Executive Summary	42	68	62%
Educational Program Design & Capacity	90	144	63%
Operations Plan & Capacity	73	116	63%
Financial Plan and Capacity	22	44	50%
Existing Operators	NA	16	NA

Excellent
Good
Fair
Weak

Executive Summary		Score
	Mission Statement	4
	School Vision	3
	Educational Need & Anticipated Student Population	12
	Education Plan / School Design	4
	Community Engagement	3
	Leadership and Governance	4
	Leadership Narrative	4
	Revenue Sources	4
	Enrollment Summary	4
Educational Program Design & Capacity		Score
	Program Overview	6
	Curriculum and Instructional Design	12
	Student Performance Standards	6
	High School Graduation Requirements	6
	School Calendar and Schedule	4
	School Culture	12
	Supplemental Programming	4
	Special Populations and At-Risk Students	12
	Unique / Innovative Program Offering	2
	Student Recruitment and Enrollment	8
	Student Discipline Policy and Plan	4
	Family and Community Involvement	4
	Partnerships or Contractual Relationships	6
	ESP, CMO, EMO and Other Such Partnerships	NA
	Educational Program Capacity	4

Operations Plan & Capacity		Score
	Organizational Structure & Relationships	8
	Governing Board	12
	Legal Status and Governing Documents	8
	Advisory Bodies	2
	Grievance / Complaint Process	3
	Staff Structure	2
	Staffing Plans, Hiring, Management, and Evaluation	9
	Professional Development	4
	Performance Management	2
	Facilities	8
	Start-Up and Ongoing Operations	12
	Operations Capacity	2
	Unique / Innovative Operational Aspects	1
Financial Plan and Capacity		Score
	Pre-opening Phase Funding Sources	2
	Pre-opening Phase Cost Estimates	2
	Pre-opening Financial Management	4
	Pre-Opening Financial Capacity	3
	Financial Management Upon Opening	4
	Budgeting in Opening Year and Beyond	4
	Financial Management Capacity Upon Opening	3
Existing Operators		Score
	Growth Plans	NA
	Portfolio Summary	NA
	Revocation History	NA



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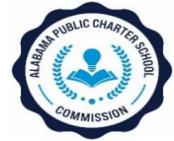


Application Rubric - Invictus

1.	GENERAL INFORMATION				Score
					100%
	1.1 School Information				0-1
	Incomplete		Complete		1
	1.2 Primary Contact Person Information				0-1
	Incomplete		Complete		1
	1.3 Operational Information				0-1
	Incomplete		Complete		1
	1.4 Acknowledgement				0-1
	Incomplete		Complete		1
2.	EXECUTIVE SUMMARY				Score
					62%
	2.1 Mission Statement				1-2-3-4
	Weak	Fair	Good	Excellent	
	Mission statement is missing or not compelling.	Mission statement is compelling but targeted inappropriately for the identified student population.	A compelling mission statement suitable for the target population.	A well expressed and compelling mission statement tied to an organizing theme suitable for the target student population.	4
	2.2 School Vision				1-2-3-4
	Weak	Fair	Good	Excellent	
	No information on the community being served; or information on the community being served without a clearly expressed vision for how the school fits within that community.	Information on the community being served with a clear vision for how the school fits within that community, but without long-term goals identified.	Detailed information on the community being served with clearly-expressed long term goals for the proposed school that are connected to the needs of the community.	Detailed information on the community being served with clearly-expressed long term goals that are connected to the needs of the community with benchmarks and aligned to the Alabama School Choice and Student Opportunity Act.	3
	2.3 Educational Need and Anticipated Student Population				4-8-12-16
	Weak	Fair	Good	Excellent	
	No evidence provided of the educational need within the community; or evidence is provided with uncertain expression of the challenges faces, academic or nonacademic, of the anticipated student population	Evidence provided of the educational need within the community with an identified anticipated student population whose educational needs and nonacademic challenges are expressed.	Evidence provided of the educational need within the community with an identified anticipated student population whose educational needs and nonacademic challenges are expressed. A rationale given for the placement of the proposed school within that setting.	Clear evidence provided of the educational need within the community with an identified anticipated student population whose educational needs and nonacademic challenges are well articulated. A clear rationale given for the placement of the proposed school within that setting with targeted recruitment and enrollment strategies.	12
	2.4 Education Plan / School Design				2-4-6-8
	Weak	Fair	Good	Excellent	
	No evidence for the educational plan provided; or evidence provided without description of the instructional methods and assessment strategies.	An evidence-based educational plan with brief descriptions of the instructional methods and assessment strategies used.	An evidence-based educational plan designed for the targeted population complete with brief descriptions of the instructional methods and assessment strategies used. Benchmarks for progress articulated.	An evidence-based educational plan designed for the targeted population complete with brief descriptions of the instructional methods and assessment strategies used. Benchmarks for progress articulated with measurements defined.	4



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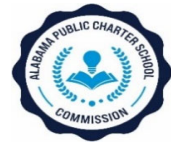


Application Rubric - Invictus

2.5 Community Engagement				3-6-9-12
Weak	Fair	Good	Excellent	
Little evidence of community support for the proposed school.	Compelling statement of significant community support for the proposed school but lacking backing documentation; or documentation provided without a compelling narrative of community support.	At least one significant connection made with a constituent group within the community backed by evidence paired with a compelling attestation of community support for the proposed school.	Multiple, significant, connections made within the community backed by evidence. Compelling attestation of community support for the proposed school from multiple constituencies.	3
2.6 Leadership and Governance				1-2-3-4
Weak	Fair	Good	Excellent	
No identified members of the either the school leadership team or governing board provided.	No identified members of the leadership team; or no identified members of the governing board.	Members of both the leadership team and governing board identified.	Members of both the leadership team and governing board identified with accompanying employment and job title information.	4
2.7 Leadership Narrative				2-4-6-8
Weak	Fair	Good	Excellent	
Identified members of the leadership team and proposed governing board lack expertise and/or experience in multiple critical areas necessary to open and operate the envisioned school.	Identified members of the leadership team and proposed governing board lack expertise or experience in one critical area necessary to open and operate the envisioned school.	Identified members of the leadership team and proposed governing board have expertise and/or experience in areas necessary to open and operate the envisioned school with no apparent lack of a specific need.	Identified members of the leadership team and proposed governing board have significant experience and expertise in education, real estate, legal, finance, and all other areas necessary to open and operate the envisioned school.	4
2.8 Revenue Sources				2-4-6-8
Weak	Fair	Good	Excellent	
A poor description of financial resources; or a description that does not distinguish between the pre-opening and after opening periods.	A complete description of revenue sources for both the pre-opening and after opening periods.	A complete description of revenue sources for both the pre-opening period and after opening that includes grant or other large or small philanthropic funding.	A complete description of revenue sources for both the pre-opening period and after opening that include significant secured grant or other large or small philanthropic funding.	4
2.9 Enrollment Summary				1-4
Incomplete		Complete		
Enrollment targets by grade for the first year and at full capacity are missing or have missing elements.		Enrollment targets by grade for the first year and at full capacity are attached.		4



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Application Rubric - Invictus

3.	EDUCATIONAL PROGRAM DESIGN AND CAPACITY				Score
					63%
	3.1 Program Overview				2-4-6-8
	Weak	Fair	Good	Excellent	6
	There is little or no information regarding the essential design elements of the school model, and/or the applicant has not provided at least three measurable goals. Little to no research base and little to no mention of the instructional methods and assessment strategies.	The essential design elements of the school model and the goals (at least three) lack clarity and/or are not all measurable. The applicant has demonstrated a limited understanding of the research-based and/or other evidence that promises success for this program with the anticipated student population. The applicant minimally mentions the instructional methods and/or does not describe in sufficient detail the impact of the culturally responsive instructional aspects of the program on the proposed student population.	The applicant has provided the essential design elements of the school model, and at least three (no more than five) specific and measurable goals. Evidence that the educational program or essential design elements of the program are based on proven methods and provided evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population. The applicant has described the culturally responsive instructional aspects of the educational program.	The applicant has convincingly and comprehensively summarized the essential design elements of the school model and provided at least three (no more than five) specific and measurable goals. Strong and convincing evidence of research base. The applicant has clearly and comprehensively described the culturally responsive instructional aspects of the program and provided strong evidence of impact within the anticipated student population.	
	3.2 Curriculum and Instructional Design				4-8-12-16
	Weak	Fair	Good	Excellent	12
	Little or no description of the basic learning environment, little or no description of the curricula aligned to state standards. Applicant provides little to no description of curricular choices and rationale behind those choices— or – the applicant has chosen one or more core curricula that receive a “Does Not Meet” rating on EdReports.org on any indicator within those reports. If the applicant plans to develop a curriculum, little or no description of how. Little to no description of instructional strategies.	The description of the basic learning environment is limited and/or only includes some of the required information or is not aligned to the school mission and vision. The applicant has identified curricular choices that do not receive any “Does Not Meet” ratings on EdReports.org, but receive mostly “Almost Meets Expectations” ratings and provides a minimal or unsupported rationale for why the curricula were chosen and how they support the vision. For internally developed curricula, there is a limited or incomplete description regarding how the curriculum will be developed.	The description of the basic learning environment is clear, includes class size and structure, is aligned to the school’s mission and vision, and describes evidence that the learning environment is culturally responsive. The applicant has identified curricular choices that do not receive any “Does Not Meet” ratings on EdReports.org, but receive mostly “Almost Meets Expectations” ratings and provides a strong rationale for why the curricula were chosen and how they support the vision. A sample scope and sequence for one subject in one grade of each division (elementary, middle and high) is provided. Applicant describes the curriculum and summarizes the curricular choices and the rationale for each. For internally developed curricula, the applicant provides a detailed description regarding how the curriculum will be developed, including who will be responsible and when key stages will be completed. The applicant has provided a description of the primary instructional strategies, along with a rationale.	The description of the basic learning environment is clear, comprehensive and includes class size and structure, is well aligned to the school’s mission and vision, and demonstrates a sophisticated understanding of cultural responsiveness. The applicant has identified curricular choices that receive mostly “Meets Expectations” ratings on EdReports.org and provides a strong rationale for why the curricula were chosen. Applicant comprehensively describes the curriculum and its alignment to the goals, summarizes the curricular choices and the rationale for each or- provides a detailed, comprehensive, and well articulated description regarding how the curriculum will be developed. There is a detailed, sophisticated, and comprehensive description of the primary instructional strategies along with compelling research, or experience-based rationale	



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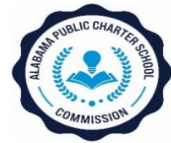


Application Rubric - Invictus

3.3 Student Performance Standards				3-6-9-12
Weak	Fair	Good	Excellent	6
There is little or no description of the student performance standards for the school as a whole. The applicant has insufficiently or not addressed policies, standards, and/or expectations for promoting students. The applicant has provided little to no description of the school's exit standards for graduating students.	There is a description of the student performance standards for the school as a whole, though, the description does not address all grades and is limited in detail. The applicant has mentioned the policies, standards, and expectations for promoting students from one grade to the next and that they are based on research and/or best practices. The applicant has provided the school's exit standards for graduating students, though it is not clear what students in the last grade served will know and be able to do to meet or exceed all state grade level expectations	There is a description of the student performance standards for the school as a whole and they are aligned with state standards. The proposed policies, standards, and expectations for promoting students from one grade to the next are based on research and/or best practices and there is a culturally responsive plan for clearly communicating these criteria to staff, students, and families. The applicant has provided the school's exit standards for graduating students which clearly set forth what students in the last grade served will know and be able to do.	There is a comprehensive description of the student performance standards for the school as a whole. The proposed policies, standards, and expectations for promoting students from one grade to the next are based on research and/or best practices, demonstrate high standards for students and are well aligned to the school's education program, mission and vision. The applicant has provided a strong, culturally responsive plan for clearly communicating these criteria. The applicant has provided the school's exit standards for graduating students which clearly set forth what students in the last grade served will know and be able to do.	
3.4 High School Graduation Requirements				3-6-9-12 or NA
Weak	Fair	Good	Excellent	6
There is little or no description of how the school will meet the requirements described and/or little or no explanation of how students will earn credit hours, how grade point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, there is not an explanation of the additional requirements. There is little or no explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities. There is little or no explanation of the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.	There is a limited description with insufficient detail on how the school will meet the requirements described, along with an explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered; and if graduation requirements for the school will exceed state standards, an explanation of the additional requirements was minimally described. The explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities lacks clarity and sufficient detail. There is a limited or insufficient explanation of the systems and structures the school will implement for serving students at risk of dropping out.	There is a description of how the school will meet the requirements described, along with an explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, there is an explanation of the additional requirements. There is an explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities. There is a clear description of the systems and structures the school will implement for serving students at risk of dropping out and/or not meeting the proposed graduation requirements.	There is a clear and comprehensive description of how the school will meet the requirements described, along with a strong explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, there is an explanation of the additional requirements. There is a clear and convincing description of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities. There is a thorough and sophisticated description of the systems and structures used for students at risk of dropping out.	



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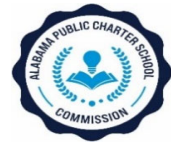


Application Rubric - Invictus

3.5 School Calendar and Schedule				1-2-3-4
Weak	Fair	Good	Excellent	4
There is little or no description of the annual academic schedule for the school, how the calendar reflects the needs of the educational program and meets the school's proposed calendar for the first year of operation does not include the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days. The applicant has provided little or no evidence regarding the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects, and/or there is little or no explanation on how the school's daily and weekly schedule will be optimal for student learning.	There is a description of the annual academic schedule for the school, though it does not clearly explain and/or demonstrate how the calendar reflects the needs of the educational program and meets Alabama's Standards. The school's proposed calendar for the first year of operation lacks sufficient detail regarding the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days. The applicant has provided limited and insufficient detail regarding the structure of the school day and week, including the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies, the start and dismissal times. There is a minimal explanation why the school's daily and weekly schedule will be optimal for student learning.	There is a clear description of the annual academic schedule for the school which explains and demonstrates how the calendar reflects the needs of the educational program and meets Alabama's Standards. The school's proposed calendar for the first year of operation includes the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days. The applicant describes the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, and the start and dismissal times. There is an explanation why the school's daily and weekly schedule will be optimal for student learning. The minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade has been provided along with a sample daily and weekly schedule for each division of the school.	There is a clear and compelling description of the annual academic schedule for the school which explains and demonstrates how the calendar reflects the needs of the educational program and meets or exceeds Alabama's Standards. The school's proposed calendar for the first year of operation includes the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days. The applicant has comprehensively described the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, and the start and dismissal times. There is a strong and sophisticated explanation as to why the school's daily and weekly schedule will be optimal for student learning and faculty/staff development needs.	
3.6 School Culture				3-6-9-12
Weak	Fair	Good	Excellent	12
There is little or no description of the culture of the proposed school or an explanation of how it will promote a positive and culturally inclusive academic environment and reinforce student intellectual and social development. There is little or no description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, and/or there is little or no description of a plan for enculturating students who enter the school mid-year.	The description of the culture of the proposed school lacks sufficient detail as to how it will promote a positive and culturally inclusive academic environment and reinforce student intellectual and social development. There is a limited explanation of how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year; demonstrates a limited or incomplete understanding of how to create and implement a positive school culture.	There is a description of the culture of the proposed school, explaining how it will promote a positive and culturally inclusive academic environment and reinforce student intellectual and social development. There is a description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year.	There is a compelling description of the culture of the proposed school, explaining how it will build, promote, and sustain a positive and culturally inclusive academic environment and reinforce student intellectual and social development. The applicant's description demonstrates a solid understanding and strong capacity to practice cultural inclusiveness. There is a well-articulated, comprehensive and compelling description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year.	



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Application Rubric - Invictus

3.7 Supplemental Programming				2-4-6-8
Weak	Fair	Good	Excellent	4
There is little or no description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded. And/or there is no description of how the school will pay for student participation in district sponsored interscholastic programs. There is little or no description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population.	The description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded is limited in scope and/or does not provide sufficient detail to determine sufficient resources and/or program viability. And/or the applicant minimally addressed how the school will pay for student participation in district sponsored interscholastic programs. The description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population is limited in scope and/or does not provide sufficient.	There is a clear description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded, including the schedule, length, and anticipated participants. There is a description of how the school will pay for student participation in district sponsored interscholastic programs. There is a clear description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population.	There is a clearly and convincingly articulated and comprehensive description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded, including the schedule, length, and anticipated participants, and how the school will pay for student participation in district sponsored interscholastic programs. There is a clearly articulated and compelling description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population.	
3.8 Special Populations and At-Risk Students				4-8-12-16
Weak	Fair	Good	Excellent	12
The applicant has provided little to no description of an overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out is limited and lacks sufficient detail. The plan minimally or does not address how the school will meet students' needs in the least restrictive environment.	The overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out, is limited and lacks sufficient detail. The plan minimally addresses how the school will meet students' needs in the least restrictive environment.	There is a description of the overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan addresses how the school will meet students' needs in the least restrictive environment.	There is a clear and comprehensive description of an overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan thoroughly addresses how the school will meet students' needs in the least restrictive environment and the school calendar and schedule is supportive of the needs.	
3.9 Unique / Innovative Program Offering				2-4-6-8
Weak	Fair	Good	Excellent	2
There is no evidence of innovation or research-based practices supporting the program. Without references to proven success, state initiatives such as the Alabama Reading Initiative (ARI) or the Alabama Math, Science, and Technology Initiative (AMSTI), or tailored strategies for the target student population, the program fails to demonstrate how it would effectively meet the needs of students or the community.	The program does not provide sufficient evidence of its effectiveness, with minimal or no references to research-based practices, proven success with similar student demographics, or alignment with state initiatives such as the Alabama Reading Initiative (ARI) or the Alabama Math, Science, and Technology Initiative (AMSTI). This absence undermines the credibility and potential impact of the program.	While the program is described as unique and innovative, the supporting evidence is less robust, with limited references to research-based practices or proven success with similar student populations. Additionally, integration with state initiatives such as the Alabama Reading Initiative (ARI) or the Alabama Math, Science, and Technology Initiative (AMSTI) is mentioned but not fully developed, leaving room for improvement in demonstrating alignment with broader educational frameworks.	The proposed program is described as unique, mission-aligned, and innovative, setting it apart from traditional educational models. It integrates seamlessly with the school's overarching framework and aligns with state initiatives, such as the Alabama Reading Initiative (ARI) and the Alabama Math, Science, and Technology Initiative (AMSTI). The program's design reflects a commitment to addressing community and student needs while fostering a differentiated approach to education.	



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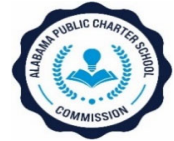


Application Rubric - Invictus

3.10 Student Recruitment and Enrollment					4-8-12-16
Weak	Fair	Good	Excellent		
There is little or no description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families and/or the applicant has minimally or not described the school's plan for outreach to at-risk students.	There is a limited and incomplete description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families, and/or the applicant has minimally described the school's plan for outreach to at-risk students.	There is a description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families. The applicant has specifically described the school's plan for outreach to at-risk students.	There is a comprehensive and compelling description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families. The applicant has specifically and completely described the school's plan for outreach to at-risk students, including evidence of targeted outreach plans to specific neighborhoods or zip codes, identified based on the proposed student population and the mission of the school.	8	
3.11 Student Discipline Policy and Plan					2-4-6-8
Weak	Fair	Good	Excellent		
The applicant has provided little or no description of the proposed discipline plan, with little or no detail on how the plan is based on some combination of research, theory, experience, and best practices, and/or little or no explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population, and/or little or no demonstration of compliance with applicable state laws and authorizer policies.	The applicant has provided a limited and insufficient description of the proposed discipline plan, with insufficient detail on how the plan is based on some combination of research, theory, experience, and best practices, and/or little or no demonstration or explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population, or in compliance with applicable state laws and authorizer policies.	The applicant has provided a detailed description of the proposed discipline plan, along with a detailed explanation of how the plan is based on some combination of research, theory, experience, and best practices, and a clear demonstration and explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population, and has demonstrated compliance with applicable state laws and authorizer policies.	The applicant has provided a convincing, comprehensive and thorough description of the proposed discipline plan, with detail on how the plan is based on some combination of research, theory, experience, and best practices, and a clear and sophisticated demonstration and explanation on how the expectations and discipline policy will be culturally responsive and effective for the anticipated student population, and has comprehensively demonstrated compliance with applicable state laws, authorizer policies, and due process requirements. The applicant demonstrates the capacity to successfully implement the discipline plan schoolwide.	4	



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3.12 Family and Community Involvement				2-4-6-8
Weak	Fair	Good	Excellent	
The applicant has provided little or no description and/or evidence of the specific role to date of the parents/guardians and community members involved in developing the proposed school and/or any other evidence of parent/guardian and community support for the proposed charter school. The applicant has provided little or no evidence that the school has assessed and built parent/guardian and community demand for the proposed school and/or little to no description how the school will engage families and community members from the time that the school is approved through opening.	The applicant has described and provided evidence on the role to date of the parents/guardians and community members involved in developing the proposed school and has mentioned other evidence of parent/guardian and community support for the proposed school, though the information is limited and lacking in sufficient detail to determine engagement. The applicant has demonstrated some assessment of parent/guardian and community demand for the proposed school, though its description of how the school will engage families and community members from the time that the school is approved through opening has limited outreach strategies, and the nature of family and community engagement is unclear.	The applicant has described and provided evidence on the specific role to date of the parents/guardians and community members involved in developing the proposed school and has included any other evidence of parent/guardian and community support for the proposed charter school. The applicant demonstrates that the school has assessed and built parent/guardian and community demand for the proposed school and describes how the school will engage families and community members from the time that the school is approved through opening.	The applicant has articulately described, in detail, and provided evidence on the specific role to date of the parents/guardians and community members involved in developing the proposed school and has included any other evidence of parent/guardian and community support for the proposed charter school. The applicant convincingly demonstrates that the school has assessed and built strong parent/guardian and community demand for the proposed school and comprehensively describes how the school will engage families and community members from the time that the school is approved through opening with realistic and diverse outreach strategies designed to reach a broad audience and ensure genuine community and family engagement.	4
3.13 Partnerships or Contractual Relationships				2-4-6-8
Weak	Fair	Good	Excellent	
Partnerships are absent or unclear, with no documentation of commitments or benefits to the school; or conflict of interest concerns.	Partnerships are vaguely mentioned, with little alignment to school goals or no formal commitments. No conflict of interest concerns.	Includes partnerships that support the school's mission and program, but formal documentation is incomplete or unclear. Benefits are described but lack specificity. No conflict of interest concerns.	Clearly identifies high-quality partnerships with organizations, businesses, or institutions that provide tangible benefits (e.g., funding, enrichment programs). Outlines clear terms, commitments, and roles in formal documentation (MOUs, contracts). Partnerships align directly with the school's mission and goals. Evidence of community support is provided. No conflict of interest concerns.	6
3.14 ESP, CMO, EMO and Other Such Partnerships				2-4-6-8 or NA
Weak	Fair	Good	Excellent	
Information included on the partnerships lack detail; or the organization does not have a track record of success; or conflict of interest concerns.	Detailed information included on the partnerships. Organization has a proven track record of success. No conflict of interest concerns.	Detailed information included on the partnerships with appropriate RFP process followed. Organization has a proven track record of success with targeted populations. Term sheet included. No conflict of interest concerns.	Detailed information included on the partnerships with appropriate RFP process followed with supporting evidence. Organization has a proven track record of success with targeted populations. Portfolio summary attached. Term sheet included. No conflict of interest concerns.	NA



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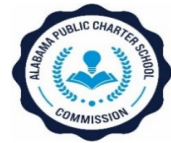


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3.15 Educational Program Capacity				2-4-6-8
Weak	Fair	Good	Excellent	
No individuals identified who will serve in school leadership roles; or team lacks critical skill sets; or lacks details for finding a Head of School; or lacking indication of employment status; or conflict of interest concerns.	Key individuals identified who will serve as school leadership. Team includes individuals with expertise in key identified areas. Head of School identified, or a job description with hiring plan given. Clear indication of employment status for the identified individuals and when full-time employment starts. No conflict of interest concerns.	Key individuals identified who will serve as school leadership with resumes attached. Team includes individuals with expertise in key identified areas and has significant connections to the local community and targeted population. Head of School identified with compelling qualifications backed by evidence, or a detailed job description with hiring plan given. Clear indication of employment status for the identified individuals and when full-time employment starts. No conflict of interest concerns.	Key individuals identified who will serve as school leadership with resumes attached. Key individuals identified who will serve on the governing board with resumes attached. Team includes individuals with expertise in key identified areas and has significant connections to the local community and targeted population. Partnerships established which will play an ongoing role in school development. Head of School identified with compelling qualifications backed by evidence. Other school leaders identified. Clear indication of employment status for the identified individuals and when full-time employment starts. No conflict of interest concerns.	4



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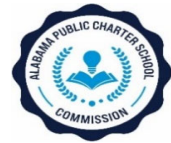


Application Rubric - Invictus

4.	OPERATIONS PLAN AND CAPACITY				Score
					63%
	4.1 Organization Structure and Relationships				2-4-6-8
	Weak	Fair	Good	Excellent	8
	Incomplete organizational chart; or a complete chart without clear delineation between the different stakeholders - including lines of reporting and authority.	Complete organizational chart with clear delineation between the different stakeholders (governing board, school leadership, management team, staff, etc.), including lines of reporting and authority.	Complete organizational chart with clear delineation between the different stakeholders (governing board, school leadership, management team, staff, etc.), including lines of reporting and authority. Roles and responsibilities assigned for most major school functions.	Complete organizational chart with clear delineation between the different stakeholders (governing board, school leadership, management team, staff, etc.), including lines of reporting and authority. Roles and responsibilities assigned for all major school functions. Oversight duties assigned and defined.	
	4.2 Governing Board				4-8-12-16
	Weak	Fair	Good	Excellent	12
	Governance structure outlined does not include roles, powers and duties of the governing board; or the board composition and size is not provided or does not include representation required by law; or ill-defined communication channels between the board and other stakeholders; or significant conflict of interest concerns.	Governance structure outlined, including the primary roles, powers and duties of the governing board. The board composition and size is given with desired skill sets, expertise and constituency representation. Defined communication channels between the board and other stakeholders, including school leadership and any advisory bodies. No conflict of interest concerns.	Governance structure outlined, including the primary roles, powers and duties of the governing board. The board composition and size is given with desired skill sets, expertise and constituency representation. Defined communication channels between the board and other stakeholders, including school leadership and any advisory bodies. Individuals with targeted expertise who will serve key roles on the board have been identified and are committed to serve. Transition plans in place if applicable. No conflict of interest concerns. Proposed board bylaws provided.	Governance structure outlined, including the primary roles, powers and duties of the governing board, with a compelling narrative on how this structure will lead to school success. The board composition and size is given with desired skill sets, expertise and constituency representation. Defined communication channels between the board and other stakeholders, including school leadership and any advisory bodies. Individuals with targeted expertise who will serve key roles on the board have been identified and are committed to serve. Transition plans in place if applicable. No conflict of interest concerns. Proposed board bylaws provided.	
	4.3 Legal Status and Governing Documents				2-4-6-8
	Weak	Fair	Good	Excellent	8
	No indication of 501(c)(3) status has been secured; or no completed and signed State of Assurance.	Progress towards 501(c)(3) status to be in place at school opening. Completed and signed Statement of Assurance.	Evidence that 501(c)(3) status has been applied for and should be in place at school opening. Completed and signed Statement of Assurance.	Evidence of obtained 501(c)(3) status for the governing board. Completed and signed Statement of Assurance.	
	4.4 Advisory Bodies				1-2-3-4
	Weak	Fair	Good	Excellent	2
	No plans in place to support new advisory bodies; or no mechanism in place for communication to the governing board.	Plans in place to establish new advisory bodies giving voice to some stakeholders. Communication channels open between advisory bodies and the governing board.	Connections established to existing advisory bodies. Plans in place to establish new advisory bodies, with roles and duties defined, giving voice to most stakeholders. Communication channels open between advisory bodies and the governing board.	Meaningful connections established to existing advisory bodies. Plans in place to establish new advisory bodies, with roles and duties defined, giving voice to all major stakeholders. Communication channels established between advisory bodies and the governing board.	
	4.5 Grievance / Complaint Process				1-2-3-4
	Weak	Fair	Good	Excellent	3
	No Grievance / Complaint Policy given; or policy given does not give due process.	Grievance / Complaint Policy in place that gives due process to students and parents.	Established Grievance / Complaint Policy that gives due process to students and parents with appeal guidelines in place.	Established Grievance / Complaint Policy that gives due process to students and parents with appeal guidelines in place. Proposed policies and procedures attached.	



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4.6 Staff Structure					2-4-6-8
Weak	Fair	Good	Excellent		
No attached staffing chart; or attached staffing chart does not classify employees; or staffing chart lacks growth plans or key ratios; or key responsibilities not identified and tied to staff positions.	Attached staffing chart has positions classified into administrative, instructional, and non-instructional categories. Chart includes growth plans for future years and gives the number of positions anticipated. Teacher-student and total staff-student ratios provided. Key responsibilities tied to staff positions identified.	Attached staffing chart has positions classified into administrative, instructional, and non-instructional categories with indication of one-year status if applicable. Chart includes growth plans for future years and gives the number of positions based on anticipated enrollment estimates. Teacher-student and total staff-student ratios provided with narrative on management of staff. Key responsibilities tied to staff positions identified.	Attached staffing chart has positions classified into administrative, instructional, and non-instructional categories with indication of one-year status if applicable. Chart includes growth plans for future years and gives the number of positions based on minimum, anticipated, and maximum enrollment estimates. Teacher-student and total staff-student ratios provided with useful narrative on management of staff. Key responsibilities tied to staff positions identified.		2
4.7 Staffing Plans, Hiring, Management, and Evaluation					3-6-9-12
Weak	Fair	Good	Excellent		
No narrative on hiring, evaluating and dismissing staff provided based on employee classification; or proposed hiring, evaluation and dismissing plans violate state or federal law; or lacks market-based incentives and strategies in hiring; or salary and benefits not defined; or lacks a timeline in recruitment and retention plans.	Narrative on hiring, evaluating and dismissing personnel based on classification given that follow all state and federal laws. Market-based incentives and strategies in place to hire "highly qualified" staff. Employee salary and benefits defined. Recruitment and retention strategies explained in a narrative that includes a timeline for opening.	Narrative on hiring, evaluating and dismissing personnel based on classification given that follow all state and federal laws. Employee rights articulated in a narrative. Incentives and strategies in place to hire "highly qualified" staff with a proposed market-based salary chart given based on years of experience. Employee benefits defined. Recruitment and retention strategies explained in a narrative that includes a timeline for opening. Narrative included on managing unsatisfactory performance based on employee category.	Policies on hiring, evaluating and dismissing personnel based on classification given with a narrative explanation that follow all state and federal laws. Employee rights articulated in a proposed Employee Manual. Incentives and strategies in place to hire "highly qualified" staff with a proposed market-based salary chart given based on years of experience. Employee benefits defined. Recruitment and retention strategies explained in a narrative that includes a timeline for opening. Narrative included on managing unsatisfactory performance based on employee category.		9
4.8 Professional Development					1-2-3-4
Weak	Fair	Good	Excellent		
No comprehensive professional development plan provided; or lacks a schedule for professional development during the pre-opening period; or the school schedule/calendar does not include time for common planning and collaboration by instructional staff after opening.	A comprehensive professional development plan provided. Timing and schedule for pre-opening professional development given. School schedule/calendar includes time for common planning and collaboration by instructional staff upon opening.	A comprehensive professional development plan provided that enhances the operation of the proposed school. Timing and schedule for pre-opening and post-opening professional development given. Professional development time is accommodated by the school schedule and calendar, including time for common planning and collaboration by instructional staff.	A comprehensive professional development plan provided that enhances the operation of the proposed school and includes details on the type and delivery of training. Timing and schedule for pre-opening and post-opening professional development given. Identified commitment to professional development with stated professional development time that is accommodated by the school schedule and calendar including time for common planning and collaboration by instructional staff. Personnel charged with professional development identified and empowered.		4



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4.9 Performance Management				2-4-6-8
Weak	Fair	Good	Excellent	
No mission-specific academic, organizational or financial goals beyond the standards typically used by the Commission are provided.	Mission-specific academic, organizational or financial goals beyond the standards typically used by the Commission are provided.	Three to five mission-specific academic, organizational or financial goals beyond the standards typically used by the Commission are provided. Goals are clear and complete, stated in terms of the measures or assessments the school plans to use, are Specific, Measurable, Action-oriented, Realistic, and Time-bound (SMART).	Three to five mission-specific academic, organizational or financial goals beyond the standards typically used by the Commission are provided. Goals are clear and complete, stated in terms of the measures or assessments the school plans to use, are Specific, Measurable, Action-oriented, Realistic, and Time-bound (SMART). Benchmarks are provided. There is a compelling and convincing description of how the school will measure and evaluate these school mission-specific goals, and processes in place to act upon the results to realistically induce change in a timely manner.	2
4.10 Facilities				4-8-12-16
Weak	Fair	Good	Excellent	
No location has been identified; or possible location(s) identified without evidence of consultation with a willing owner; or location has been identified that does not meet, with renovations, the legal needs of a school; or the location does not meet the mission-specific needs of the school; or lacking a narrative on the process to date.	Facility has been identified and the owners have been consulted about leasing/purchasing with the possibility of renovations. Evidence that the owners are willing. Identified facility, with possible renovation, meets the needs of the school for the first year of operation with a plan for subsequent years. Facility meets the mission-specific needs of the school. A narrative in place to describe the process to date.	Facility has been identified and the owners have been consulted about leasing/purchasing with the possibility of renovations and the financing and timeline for such. Evidence that the owners are willing. Identified facility, with possible renovation, meets the needs of the school for the first three years of operation. Facility meets the mission-specific needs of the school. A narrative in place to describe the process to date.	Evidence of a secured facility that meets the space needs of the school through the first three years of operation that satisfies all local, state, and federal laws, rules and regulations for a school facility after a possible renovation. Financing and timeline in place to meet opening date. Facility meets the mission-specific needs of the school. Documentation in place to describe the process used to secure the facility.	8
4.11 Start-Up and Ongoing Operations				4-8-12-16
Weak	Fair	Good	Excellent	
No start-up plan provided; or the start-up plan does not include a timeline for major tasks; or the start-up plan does not align with budget documents.	A start-up plan provided that includes a timeline for all major tasks that aligns with budget documents.	A start-up plan provided that includes a timeline for all major tasks that aligns with budget documents. Plans for all significant ancillary services including food and transportation. A narrative provided describing the process to obtain insurance coverage. Plans in place for safety and security.	A detailed start-up plan provided that includes a timeline for all major tasks, the responsible individual, and that aligns with budgeting. Plans for all significant ancillary services including food and transportation. List of insurance coverage, including types and limits, with price quotes, that covers the facility, operations and personnel. Plans in place for safety and security, including details on personnel, technology, equipment with attached policy documents.	12



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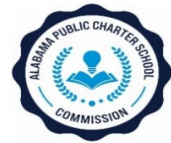


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4.12 Operations Capacity				2-4-6-8
Weak	Fair	Good	Excellent	2
A committed implementation team without expertise in more than one necessary area needed to successfully open a high-quality charter school.	A committed implementation team with expertise in several areas needed to successfully open a new school, but with one notable exception.	A committed implementation team with expertise in all areas needed to successfully open a new school. A narrative provided giving confidence in the organizations ability or acquire and renovate a facility.	A committed implementation team with expertise in human resources, fund-raising and development, finance, marketing and recruitment, general operations, facilities management and any other mission-specific areas necessary during the pre-opening period. A narrative provided giving confidence in the organizations ability to acquire and renovate a facility.	
4.13 Unique / Innovative Operational Aspects				1-2-3-4 NA
Weak	Fair	Good	Excellent	1
Identified unique or innovative operational aspects are not tied to the student experience; or no details provided for how these aspects integrate with state initiatives	A narrative provided that describes the unique or innovative operational aspects of the school that differ from what is offered in the local school system, and how it is tied to the student experience. Details given on how these aspects will integrate with state initiatives.	A narrative provided that describes the unique or innovative operational aspects of the school that differ from what is offered in the local school system, and how it is integral to the student experience. Details given on how the aspects will integrate with state initiatives. Narrative provided to indicate these aspects would be impactful on the target population.	A narrative provided that describes the unique or innovative operational aspects of the school that differ from what is offered in the local school system, and how it is integral to the student experience. Details given on how the aspects will integrate with state initiatives. Cited evidence or other proven rationale that indicate the initiative is impactful for the targeted population.	



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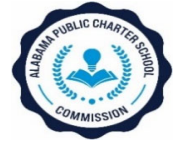


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5.	FINANCIAL PLAN AND CAPACITY				Score
					50%
	5.1 Pre-opening Phase Funding Sources				2-4-6-8
	Weak	Fair	Good	Excellent	
	Lack of evidence of funding sources sufficient to handle ongoing pre-opening expenses or to secure a facility; or donations not disclosed.	Evidence of adequate funds for ongoing expenses. Evidence of funding to secure a facility. All donations disclosed.	Evidence of significant funds for ongoing expenses with fund-raising capacity identified including relationships built in the local community. Evidence of funding to secure a facility. All donations disclosed.	Evidence of significant funds for ongoing expenses with fund-raising capacity identified and tied to personnel, including relationships built in the local community leading to funding commitments. Evidence of funding to secure a facility. All donations disclosed.	2
	5.2 Pre-opening Phase Cost Estimates				1-2-3-4
	Weak	Fair	Good	Excellent	
	No estimates provided to secure a suitable facility; or no estimates provided for hiring necessary staff before opening.	Cost estimates for securing and renovating a facility. Salary and benefits estimates for necessary staff given.	Clear cost estimates for securing and renovating a facility with evidence provided. Market-based salary and benefits estimates for necessary staff given. Bulk sum estimate provided for remaining items needed to open the school.	Clear cost estimates for securing and renovating a facility with evidence provided. Market-based salary and benefits estimates for necessary staff given. Itemized estimate provided for remaining items needed to open the school.	2
	5.3 Pre-opening Financial Management				2-4-6-8
	Weak	Fair	Good	Excellent	
	Either the cashflow analysis does not remain in a positive position; or key financial personnel for the opening period are not identified.	Cashflow analysis shows a positive position throughout the pre-opening phase. Key financial personnel identified.	Cashflow analysis shows a positive position throughout the pre-opening phase. Internal controls adopted with key financial personnel identified.	Cashflow analysis shows a positive position throughout the pre-opening phase. Internal controls adopted and are articulated in attached planning/policy documents. Key financial personnel identified.	4
	5.4 Pre-Opening Financial Capacity				1-2-3-4
	Weak	Fair	Good	Excellent	
	More than one financial area in which expertise is lacking by identified individuals; or a conflict of interest concern.	Individuals identified and committed with expertise in financial matters sufficient to open a school, with one notable exception. No conflict of interest concerns.	Individuals identified and committed with expertise in financial matters sufficient to open a school. No conflict of interest concerns.	Individuals identified and committed with expertise in financial matters including all of the following: legal, financial management and risk assessment, funding raising and development, and accounting. No conflict of interest concerns.	3
	5.5 Financial Management Upon Opening				2-4-6-8
	Weak	Fair	Good	Excellent	
	Lack of financial policies in place to legally operate public schools; or financial roles and responsibilities of the governing board and school leadership is missing; or no plans for an annual audit.	Policies and processes attached for financial management that follow all applicable laws for public schools including strong internal controls. Financial roles and responsibilities for the governing board and school leadership are given. Plans in place for an annual audit.	Policies and processes attached for financial management that follow all applicable laws for public schools including strong internal controls. Financial roles and responsibilities for the governing board and school leadership are given. Plans in place for financial transparency including policies for an annual audit. All contracts for financial services described.	Policies and processes attached for financial management that follow all applicable laws for public schools including strong internal controls. Financial oversight duties of the governing board are articulated and distinguished from school leadership. Plans in place for financial transparency including policies for an annual audit. All contracts for financial services described. Liability insurance information given.	4



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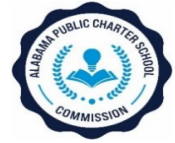


Application Rubric - Invictus

5.6 Budgeting in Opening Year and Beyond					2-4-6-8
Weak	Fair	Good	Excellent		
Incomplete Budget Workbook; or a budget narrative that does not balance revenues and expenses over the five-year contract period; or a budget narrative not based on anticipated enrollments; or lack of contingency plans in place for budget shortfalls.	Complete Budget Workbook with a narrative that balances anticipated revenues and expenses over the five-year contract period based on anticipated enrollments. Contingency plans in place for budget shortfalls.	Complete Budget Workbook with a compelling narrative that balances anticipated revenues and expenses over the five-year contract period based on anticipated enrollments. Includes all planned debt service and known major expenses. Includes a five-year cash-flow plan for all major school initiatives through the growth period. Contingency plans in place for budget shortfalls.	Completed Budget Workbook with a compelling narrative that balances anticipated revenues and expenses over the five-year contract period, based on minimum, anticipated, and maximum enrollment scenarios. Includes all planned debt service and known major expenses. Includes a five-year cash-flow plan for all major school initiatives through the growth period. Contingency plans in place for budget shortfalls.	4	
5.7 Financial Management Capacity Upon Opening					1-2-3-4
Weak	Fair	Good	Excellent		
School leaders identified with some experience in financial matters.	School leaders identified with expertise in financial matters sufficient to operate a school.	School leaders identified with expertise in financial matters sufficient to operate a school. Governing board members identified with some expertise on financial matters.	School leaders identified with expertise in financial matters sufficient to operate a school. Governing board members identified with expertise in relevant financial matters sufficient for oversight duties.	3	



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6.	EXISTING OPERATORS				Score
	6.1 Growth Plans				1-2-3-4
	Weak	Fair	Good	Excellent	
	No growth plan provided; or a plan without evidence of either the organizational capacity or financial resources necessary to open and operate a high-quality charter school.	Growth plans provided with organizational and financial resources sufficient to open and operate a high-quality charter school.	Growth plans provided are targeted to Alabama. Evidence of organizational capacity matched to growth plans. Evidence of financial and operational resources necessary to facilitate growth plans.	Growth plans provided are targeted to Alabama with enough detail articulated to conclude the organization has the institutional knowledge to operate a high-quality public charter school in Alabama. Evidence of organizational capacity matched to growth plans. Evidence of financial and operational resources necessary to facilitate growth plans.	NA
	6.2 Portfolio Summary				2-4-6-8
	Weak	Fair	Good	Excellent	
	Portfolio as a whole shows student achievement for the target populations below state-based targets for the population; or a history of significant compliance or reporting faults.	Portfolio as a whole shows student achievement for the target populations on par with state-based targets for the population. A history of minor compliance or reporting faults.	Portfolio as a whole shows student achievement for the target populations on par with state-based targets for the population. Evidence of portfolio schools compliance with all authorizer requirements and state and federal laws.	Portfolio as a whole shows student achievement for the target populations significantly above state-based targets for the population. Evidence of portfolio schools compliance with all authorizer requirements and state and federal laws.	NA
	6.3 Revocation History				1-2-3-4
	Weak	Fair	Good	Excellent	
	An operator with a history of school closure, non-renewal or revocation for which actions or lack of actions by the operator were a leading cause.	An operator with a history of school closure, non-renewal or revocation for which actions or lack of actions by the operator were a contributing factor.	An newer operator (0-4 years of existing) with no history of school closure, non-renewal or revocation; or an established operator with a history involving school closure, non-renewal, or revocation whose leading causes were beyond the control of the organization.	An established operator (5+ years of operating charter schools) with no history of school closure, non-renewal or revocation.	NA