



**Project Specific Narrative. Based on your analysis, determine the school's performance level for each specific narrative by scoring: Does Not Meet Expectations (0 points), Partially Meets Expectations (1 point), Meets Expectations (2 points), or Exceeds Expectations (3 points). After scoring with performance level, provide a brief rationale for why you have identified the school as performing at the selected level.**

Does Not Meet Expectations = 0 points	Partially Meets Expectations = 1 point	Meets Expectations = 2 points	Exceeds Expectations = 3 points
PS1. A detailed description of how the school plans to enroll significant numbers of at-risk students and how it plans to provide those students with instructionally rigorous and culturally affirming educational experiences.			
A detailed description was not provided.	The enrollment description begins to depict how the school plans to enroll significant numbers of at-risk students and how the school plans to provide those students with rigorous and culturally affirming educational experiences.	The enrollment description mostly depicts how the school plans to enroll significant numbers of at-risk students and how the school plans to provide those students with rigorous and culturally affirming educational experiences.	The enrollment description fully depicts how the school plans to enroll significant numbers of at-risk students and how the school plans to provide those students with rigorous and culturally affirming educational experiences.
<b>Rationale:</b>			<b>Score:</b>
PS2. A detailed budget and budget narrative that explain how subgrant funds will be used to support the opening and preparation for operation of a new, expanded, or replicated school, along with a detailed explanation of how programming will be sustained after the close of the grant period.			
A detailed budget and budget narrative was not provided.	Budget slightly conforms to General Guidelines and Restrictions, slightly meets allowable and unallowable cost restrictions, and does not account for the entire grant period.	Budget mostly conforms to General Guidelines and Restrictions, mostly meets allowable and unallowable cost restrictions, and mostly accounts for the entire grant period.	Budget fully conforms to General Guidelines and Restrictions, fully meets allowable and unallowable cost restrictions, and fully accounts for the entire grant period.
	The budget narrative slightly demonstrates that the applicant will maintain financial sustainability after the end of the subgrant period.	The budget narrative mostly demonstrates that the applicant will maintain financial sustainability after the end of the subgrant period.	The budget narrative fully demonstrates that the applicant will maintain financial sustainability after the end of the subgrant period.
	The detailed budget is beginning to be realistic and attainable.	The detailed budget is mostly realistic and attainable.	The detailed budget is clearly realistic and attainable.
<b>Rationale:</b>			<b>Score:</b>
PS3. An organizational chart that depicts how roles and responsibilities will be apportioned among key individuals and entities, including the Board of Trustees, Lead Person, charter management organization, staff, and external partners.			
An organizational chart was not provided.	The organizational chart begins to depict how roles are appointed among essential staff and stakeholders.	The organizational chart mostly depicts how roles are appointed among essential staff and stakeholders.	The organizational chart fully depicts how roles are appointed among essential staff and stakeholders.
<b>Rationale:</b>			<b>Score:</b>
PS4. A copy of the written charter (see 24 Pa. Stat. Ann. § 17-1720-A) that sets forth the manner in which the school will be held accountable and the flexibilities and autonomies it is afforded as a charter operator.			
The school did not provide a copy of the written charter.	The written charter begins to depict how the school will be held accountable and the flexibilities and autonomies it is afforded as a charter operator.	The written charter mostly depicts how the school will be held accountable and the flexibilities and autonomies it is afforded as a charter operator.	The written charter fully depicts how the school will be held accountable and the flexibilities and autonomies it is afforded as a charter operator.
<b>Rationale:</b>			<b>Score:</b>
PS5. Artifacts that demonstrate the extent to which the applicant has engaged parents and community members during the school planning and design processes, and a detailed plan for soliciting parental and community input on the use of CSP funds.			
The school did not provide artifacts demonstrating parent and community engagement.	The artifacts and plan begin to depict how the school has engaged parents and community members.	The artifacts and detailed plan mostly depicts how the school has engaged parents and community members.	The artifacts and detailed plan fully depicts how the school has engaged parents and community members.
<b>Rationale:</b>			<b>Score:</b>
PS6. A description of how the school will work with districts to ensure students receive transportation consistent with the requirements of 24 Pa. Stat. Ann. §§ 17-1726-A.			
A detailed description was not provided.	The transportation description begins to comply with the requirements of 24 Pa. Stat. Ann. §§ 17-1726-A.	The transportation description mostly complies with the requirements of 24 Pa. Stat. Ann. §§ 17-1726-A.	The transportation description fully complies with the requirements of 24 Pa. Stat. Ann. §§ 17-1726-A.
<b>Rationale:</b>			<b>Score:</b>