



Phase 2 Evaluation: Criteria Rating Definitions

Criteria	Definition
Capacity gained	Measures how much capacity the proposed model provides. <i>Low = 0 – 10%, Medium = 10 – 25%, High = 25%</i>
Cost	Measures the level of investment the district would need to make to implement option. <i>Low = option can be implemented with minimal cost to the district (\$0 - \$500,00), Medium = option can be implemented with reasonable cost to the district (\$500,001 - \$1,000,000), High = option would require significant cost to the district for implementation (\$1,000,001 or higher)</i>
Impacts to special programs	Measures impacts to special programs offered by schools (e.g. special ed, music, honors programs, summer school). <i>Low = No impact, Medium = Has minimal impacts to programs, High = Programs need to change or cannot be offered at all</i>
Feasibility of transportation	Measures how feasible it is for the district to change bus schedules and routes. <i>High = No changes bus routes/schedules needed, Medium = Changes to bus routes/schedules are minimal and easy for the district to accommodate, Low = Changes to new bus routes/schedules require additional resources that the district doesn't have</i>
Impacts to academics	Measures if there are impacts to student performance (e.g. lower test scores, poor performance in class). <i>Low = Student performance is not changed, Medium = There are minimal impacts, but they are manageable, High = There are many impacts to student performance and they are hard to manage</i>
Staff impacts	Measures if there are negative impacts to teachers and administrative staff (e.g. professional development opportunities, work schedules). <i>Low = No impact, Medium = Impacts exist but they are manageable, High = Impacts exist that will make it challenging to provide professional development opportunities and reasonable work schedules</i>

Criteria	Definition
Impact to common areas	<p>Measures if common areas are sufficient for projected size of student body</p> <p><i>Low</i> = Common areas adequately sized for projected student body, <i>Medium</i> = Common areas will be pressured but manageable, <i>High</i> = Common areas will not be able to support the student body size</p>
Home life impacts	<p>Measures if there are impacts to family schedules and day-to-day activities (e.g. Do parents need to change their schedules to accommodate new school hours).</p> <p><i>Low</i> = No impact to family schedules, <i>Medium</i> = Family schedules may change but only minimally, <i>High</i> = Impacts exist, and they may be challenging for many families to accommodate</p>
Before/after school impacts	<p>Measures if there are impacts to childcare, summer programs or other services that are closely connected with the school day/ calendar.</p> <p><i>Low</i> = No impact, <i>Medium</i> = Impacts exist but they are easily managed, <i>High</i> = Impacts exist, and the district will need to work closely with these services to make adjustments to support students and families</p>
Impacts to curriculum	<p>Measures if classroom curriculums need to change to meet student needs (e.g. Teachers are moving classrooms and need to adjust curriculum or teachers need to offer additional classes).</p> <p><i>Low</i> = No changes to curriculum are needed, <i>Medium</i> = Impacts exist but they don't change curriculum significantly, <i>High</i> = Impacts exist, and curriculum needs to be significantly modified or re-developed</p>
Contract/negotiation impacts	<p>Measures if option will impact the district's ability to negotiate desirable contracts with teaching/administrative staff or aligns with current contract conditions</p> <p><i>Low</i> = No impact, <i>Medium</i> = There are anticipated impacts that may affect the district ability to offer desirable contracts, or will require some adjustment to current contracts, <i>High</i> = There are anticipated and/or proven impacts that will harm the district's ability to offer desirable contracts or current contracts will require significant modification and/or renegotiation</p>
Impacts to district reputation	<p>Measures if option will harm the district's reputation with parents and other school districts in Washington state.</p> <p><i>Low</i> = No impact, <i>Medium</i> = There is reason to believe the option will harm the district's reputation, <i>High</i> = It's almost certain the option will harm the district's reputation</p>

Criteria	Definition
Ease of implementation	<p>Measures if the district will need to significantly change school schedules or spend extra money to implement the option.</p> <p><i>Low</i> = School schedules and buildings stay pretty much the same, <i>Medium</i> = School schedules stay the same, but the district needs to invest extra money to implement the option, <i>High</i> = School schedules need to change, and the district needs to invest a lot of extra money to implement the option</p>
Timing of implementation	Measures the school year that the option can be implemented by.