



PHASE II

NEW CHARTER SCHOOL

APPLICATION RUBRIC

Office of Educational Opportunity

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New Charter School Application Rubric

The New School Application Rubric (Rubric) provides the authorizer and Application Review Committee with an objective means of determining quality in the charter school proposal. Also, provides a common language (specific criteria and indicators of quality) for evaluators to draw on throughout the entire application evaluation process. Rubric also allows the application writers a mechanism for reviewing their work prior to submission.

Opening and maintaining a successful, high-performing charter school depends on having a complete, coherent plan and identifying highly capable individuals to execute it. It is not an endeavor for which strengths in some areas can compensate for material weaknesses in others.

Therefore, to receive a recommendation for approval, the application must maintain a "Meets" rating in all sections as determined by consensus of the Application Review Committee. This review model does not use a numeric rating system but relies on each reviewer's summary judgment on each of the categories.

While it must be realized that there is some element of subjective judgment in evaluating proposals, a proposal can be evaluated on its completeness, responsiveness to criteria, and the integration of innovative ideas into a realistic operation to educate students. Especially important in the chartering process is the effective use of research literature, demonstration of need and demand, the design and focus of the program, meeting the priorities of the OEO, and how the proposal integrates organizational structure, budget, and program into an operational whole.

It is anticipated that information gleaned from applicant interviews, requests for clarification and committee discussions may impact final recommendations to the Universities of Wisconsin President.

Criteria and indicators of quality are provided for each section of the New Charter School Application.

Rating Characteristics

In general, the following definitions guide evaluator ratings:

Meets: The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Approaches: The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

Does Not Meet: The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

Application Review Committee

The Application Review Committee will evaluate the application using the criteria set forth in Rubric. This evaluation will include a thorough review of the written application, a substantive in-person capacity interview with all qualified applicant groups, and other due diligence to examine the applicant's experience and capacity.

The Application Review Committee must objectively review the extent to which the applicant responds to the criteria and rate according to the indicators of quality. Based on those individual criteria ratings, the evaluator then provides an overall rating for each category. It is appropriate for authorizers to prioritize and weigh certain sections of the application.

The OEO, in consultation with the application review committee, may find that an application substantially meets the requirements outlined in the review rubric, but that additional information is required, or conditions must be met prior to making a recommendation for approval. In such cases, the applicant will receive notice of "Conditional Approval" and will be notified and provided with a deadline to submit additional information. If the applicant does not provide additional information resulting in the application obtaining Overall Section Ratings of "Meets" in all applicable areas of the review rubric, the OEO will not recommend approval. Applicants whose proposals are approved will be notified and receive instructions for the next steps. Applicants whose proposals are not approved or receive a "Conditional Approval" will also receive notification. The OEO will produce a Phase II Reviewer Guide Report, which compiles the collective findings of the Application Review Committee to share with the applicant team.

To the greatest extent possible, Application Review Committee members should strive to reach consensus on a final recommendation of whether a proposal should or should not be approved for chartering. If consensus is not reached the Director will review recommendations and rationales from reviewers after Capacity Interview and determine the summary recommendation to be made to the Universities of Wisconsin President for final decision.

Capacity Interview and Performance Task

The Application Review Committee and the OEO will conduct a face-to-face capacity interview with key members of the application team (members of the board/founding team), scheduled after the application submission deadline. Capacity Interview includes completing a performance task with key members of the founding/board team and an opportunity for the Application Review Committee to ask further questions to the applicant team.

New School Start-Up and Ready to Open Process

Approval of an application is not a guarantee that the applicant will be awarded a charter. If a charter school application is approved, the OEO will monitor the start-up group's progress as they lay the foundation for the school's success. The start-up period for a new charter school is typically quite challenging. The founders may encounter unforeseen difficulties in any of the areas noted in the start-up task list. The OEO will monitor authorized schools' start-up efforts to ensure the school is ready before it opens. To gain OEO's final approval for opening, a new charter school must meet all conditions for opening set forth in the OEO Charter School Pre-Opening Checklist and the DPI Charter School Assurance of Readiness Checklist. As the school gets closer to its opening date, the founders will use the checklist in consultation with OEO to determine readiness.

If the start-up school's board is unable to meet one or more of the conditions, it will submit a plan detailing how the condition will be accomplished by June 1 of the opening year. In the event the conditions are not met by the deadline, the OEO may, at its own discretion, decide to postpone the opening of the school by one year. The developing school may also decide on its own to delay a year to have more time to open successfully. Before an application is finally approved, a contract spelling out all aspects of the charter school operation must be agreed upon.

Phase II: New Charter School Application Overall Review Rubric

Proposed School Name:

Date:

Overall Section Ratings

EXECUTIVE SUMMARY	
I. COMMUNITY ENGAGEMENT AND FAMILY ENGAGEMENT	
II. STUDENT RECRUITMENT AND ENROLLMENT	
III. SCHOOL CULTURE	
IV. EDUCATIONAL PROGRAM PLAN	
V. SUPPORTS FOR DIVERSE LEARNERS	
VI. STUDENT DISCIPLINE POLICY AND PLAN	
VII. EDUCATIONAL PROGRAM CAPACITY	
VIII. ORGANIZATIONAL PLAN & CAPACITY – SCHOOL MANAGEMENT	
IX. GOVERNANCE, MANAGEMENT, AND ADMINISTRATION	
X. STAFFING PLANS, HIRING, MANAGEMENT, AND EVALUTION	
XI. PROFESSIONAL DEVELOPMENT	
XII. FACILITIES	
XIII. TRANSPORTATION, SAFETY, AND FOOD SERVICE	

XIV. FINANCIAL PLAN AND CAPACITY	
XV. EXISTING OPERATORS OR CMO'S PLANNED GROWTH	

Final Recommendation AFTER Capacity Interview	Approval	Conditional Approval Additional Information Required	Denial
Narrative Justification of Recommendation			
<p>Approval</p> <ul style="list-style-type: none"> <input type="checkbox"/> Founding team demonstrates high capacity to carry out proposed school expansion (capacities refer to the knowledge, skills, abilities, and behaviors a team needs to develop and operate a quality school). <input type="checkbox"/> Key questions were answered during capacity interview related to application gaps. <p>Conditional Approval (resubmit with modifications for further consideration)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Founding team demonstrates appropriate level of capacity to carry out proposed school expansion (capacities refer to the knowledge, skills, abilities, and behaviors a team needs to develop and operate a quality school), however, the application sections still need revisions, and re-submission is needed for 'Approval' consideration. <p>Denial</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leadership fails to demonstrate high capacity to carry out proposed school expansion (capacities refer to the knowledge, skills, abilities, and behaviors a team needs to develop and operate a quality school). <input type="checkbox"/> Key questions were not answered to the satisfaction of the Application Review Committee. 			

EXCUCTIVE SUMMARY

	Does Not Meet	Approaches	Meets
<p>The executive summary includes the following in a clear comprehensive way:</p> <ul style="list-style-type: none"> • States the proposed school's name, grade levels, number of students to be served by the proposed school and the proposed location of the school. Provides a brief rationale for selecting the school location. • The applicant provides a clear, concise, comprehensive, and compelling vision and mission statements. • States the core beliefs driving the proposed school. • Provides a basic overview of the proposed school, including how the school would increase educational equity, incubate instructional or curricular innovations, and/or increase the types of best instructional practices available to students. • Briefly describes the educational philosophy, instructional methodology, and key programmatic features the school will implement to accomplish its vision and mission. Include unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc. • Applicant clearly states at least one OEO priority that the proposed school plans on addressing. • Provides an overview of the strategic plan with adequate timeline for implementation. 			
INITIAL SECTION RATING			
Strengths:			
Weaknesses:			
Questions:			
AFTER CAPACITY INTERVIEW			
Comments:			

Overall Score:

- Does not Meet:** The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.
- Approaches:** The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
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Section I: COMMUNITY ENGAGEMENT AND FAMILY ENGAGEMENT

	Does Not Meet	Approaches	Meets
Q1. The applicant describes and provides evidence of how the community and parents have been involved in developing the proposed school. And the process and strategies to solicit input on the educational and programmatic needs of students and how the parent, student, and community input was incorporated into the application.			
Q2. Compelling evidence documents the need and demand for a school of these characteristics and proposed grade configuration in the location identified.			
Q3. Based on need and demand the applicant demonstrates how the school distinguishes itself from other education options available to students in the area.			
Q4. The applicant clearly demonstrates that the school has assessed family and community demand for the proposed school with significant evidence of adequate and diverse support for the school. Demonstrates enough demand to likely be able to have enrollment sufficient to meet projections. The processes and/or methods used to assess demand are reliable and verifiable. (Attachment)			
Q5. Evidence of community support is presented that is likely to further the school's mission and program. The description of the community partnerships the school has developed and hopes to cultivate is thorough and compelling. (Attachment)			
Q6. There is a comprehensive plan for the school to engage parents and community in the life of the school after opening.			
INITIAL SECTION RATING			
Strengths:			
Weaknesses:			
Questions:			

AFTER CAPACITY INTERVIEW			
Comments:			

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Section II: STUDENT RECRUITMENT AND ENROLLMENT			
	Does Not Meet	Approaches	Meets
Q1. Enrollment projections of school are supported by evidence of actual or potential demand and are reasonable.			
Q2. The applicant has provided a comprehensive and convincing description of the pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and specific plans to replace or limit the intake of students (i.e., the proposed school’s “backfill” policy).			
Q3. The applicant has identified the anticipated student demographic the school expects to serve. This percentage should be proportionally represented of the community school plans on serving. Applicant provides a comprehensive rationale of anticipated student demographic data.			
Q4. The applicant has thoroughly provided an explanation of how students will be recruited for the program. The applicant included specific examples of activities the school plans to use for recruitment efforts. The applicant has convincingly described and demonstrated a strong understanding of how the school will achieve a racial and ethnic balance among its pupils which is reflected in the school district population that the proposed charter school will operate within; 118.40(1m)(b)9.			
Q5. The applicant has provided reasonable and convincing assurances as to how it complies with state requirements related to student enrollment, not limited to: <ul style="list-style-type: none"> • Ensuring the proposed school operates in alignment with the state’s charter school regulations and does not discriminate against any student who seeks to enroll. 			

<ul style="list-style-type: none"> An open admissions process is described and enrollment and lottery policy is provided which are consistent with statutory requirements and indicate that the school will not limit admission beyond grade level and class size capacity and will only exempt prospective students from the lottery that are provided preference in federal guidance and state law. The description of the policies and process that will be used when, and if, more students apply for admission than there are seats available, re-enrollment, and transfers, is clear, comprehensive, and detailed. 			
INITIAL SECTION RATING			
Strengths:			
Weaknesses:			
Questions:			
AFTER CAPACITY INTERVIEW			
Comments:			

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Section III: SCHOOL CULTURE			
	Does Not Meet	Approaches	Meets
Q1. The applicant provides a clear description of the envisioned school culture.			
Q2. The applicant provides a clear and compelling description of how the school's core beliefs will be reflected within the envisioned school culture.			

Q3. The applicant reasonably and comprehensively describes how school leaders, teachers, and staff will create and implement this culture for students and each other. The applicant reasonably and comprehensively describes how students will be included in the creation and ongoing development of the school's culture and climate.			
Q4. There is a reasonable and thorough description of the plan for onboarding students to the school culture for students who enter the school mid-year.			
Q5. A comprehensive plan to support diverse learners as part of the schools' culture is established.			
Q6. The applicant describes and details a full typical instructional day for a teacher in a grade that will be served in the school's first year of operation that seems reasonable.			
INITIAL SECTION RATING			
Strengths:			
Weaknesses:			
Questions:			
AFTER CAPACITY INTERVIEW			
Comments:			

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Section IV: EDUCATIONAL PROGRAM PLAN			
	Does Not Meet	Approaches	Meets
Q1. The applicant provides a comprehensive and compelling description of the following: <ul style="list-style-type: none"> • an overview of the basic learning environment (e.g., classroom-based, small group, whole class) • class size and structure for all divisions (elementary, middle, high school) to be served 			

<ul style="list-style-type: none"> • and explanation of any differences among the divisions. 			
<p>Q2. The applicant provides a comprehensive description of the school calendar and school day schedule. And an accurate and reasonable number of days of instruction to be provided during that year and the number of minutes of instruction per week for each subject. The applicant offers a compelling description of how the calendar supports the needs of the anticipated student population and the educational program.</p>			
CURRICULUM AND INSTRUCTIONAL DESIGN			
<p>Q3. The applicant comprehensively and reasonably describes the educational program and instructional materials that the school has selected to utilize in support of student learning.</p> <ul style="list-style-type: none"> • And how these materials are believed to be the best match for the school's educational program and projected student population. • Detailed documentation showing how the curriculum/course outcomes demonstrate alignment to the Wisconsin State Student Academic Standards. • Comprehensive summary of curricular/curriculum selection by subject and grade spans. 			
<p>Q4. <u>If curriculum not chosen or developed yet</u> The applicant provides a detailed curriculum development plan. The plan clearly identifies:</p> <ul style="list-style-type: none"> • Key milestones and deadlines for completing curriculum selection/development for each subject area. • The specific individuals/roles responsible for leading and executing each step. • Adequate timelines that ensure all curriculum materials will be fully ready prior to school opening. <p>The process outlined incorporates:</p> <ul style="list-style-type: none"> • Process to review and evaluate the curriculum options aligned to state standards. • Strategies to ensure cultural relevance and responsiveness in selected materials. • Mechanisms for stakeholder (teacher, parent, etc.) feedback and input. • Allocation of sufficient personnel, time, and resources to comprehensively execute the development plan. 			
<p>Q5. There is a clear explanation of the instructional methodology (pedagogical practices) that the school will expect teachers to use and explains why they are well-suited for the anticipated student population.</p>			
<p>Q6. There is a reasonable and convincing description with strong evidence, based on proven methods, of the research that supports the instructional materials and methodology the school intends to implement. Or, If the school is seeking to implement innovative instructional materials and/or methodology, the applicant describes how the school will institutionalize evaluation processes that determine any impact they have on learning and other outcomes.</p>			
<p>Q7. The educational program is designed to provide students with a comprehensive education that includes but is not limited to the arts, physical education, 21st century skills, and social emotional learning and physical wellness.</p>			

Q8. Provides a comprehensive plan on how the school will meet the requirements of ACT 20.			
STANDARDS, ASSESSMENT, AND ACCOUNTABILITY			
<p>Q9. The applicant provides ambitious and achievable proposed school's annual and long-term (five-year) academic achievement goals. Applicant provides a clear, well-substantiated rationale provided for each academic goal, including:</p> <ul style="list-style-type: none"> • How the goal promotes high expectations for all students • How the goal is appropriate for serving students with disabilities and linguistically diverse students (English Learners) 			
Q10. The applicant provides achievable student performance goals in other accountability measures such as attendance, school climate, or other appropriate aspects of the school's proposed program.			
<p>Q11. All internal assessments the school will administer are clearly identified by type, subject area, and grade level.</p> <ul style="list-style-type: none"> • Comprehensive schedule provided detailing frequency of assessment administrations throughout the year • Specific methods and processes outlined for: collecting, analyzing, and reporting assessment data, disaggregating data by student groups (Student demographics, SPED, ELL, etc.), identifying individual student and subgroup learning needs/gaps. • Detailed description of how assessment data analysis directly informs data-driven instruction. 			
HIGH SCHOOL GRADUATION REQUIREMENTS (HIGH SCHOOLS ONLY)			
<p>Q12. The applicant describes high school graduation requirements, credit policies, GPA calculations, transcripts, and elective offerings.</p> <ul style="list-style-type: none"> • Total credit hours required for graduation are clearly specified and aligned to state minimum standards. • Comprehensive explanation of GPA calculation policies • Sample transcript template or details of what SIS will produce transcript. • List possible elective course offerings across all grade levels. 			
Q13. If graduation requirements for the proposed school exceed the state standards, the school offers a clear comprehensive explanation for the additional requirements.			
Q14. Applicant provides a clear, well-substantiated plan on how the school's graduation requirements will ensure student readiness for college or a range of other postsecondary opportunities (trade school, military service, or entering the workforce).			
Q15. Applicant provides a clear, well-substantiated plan on support systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.			
SUPPLEMENTAL PROGRAMMING			

<p>Q16. If summer school or supplemental academic programming will be offered, the applicant:</p> <ul style="list-style-type: none"> • describes the program(s), • explains the schedule and length of the program, including: the number of hours, days, and weeks. • a description of the anticipated participants, the number of students and the methods used to identify them. • describes the anticipated resource and staffing needs for these programs and how they will be funded. • addresses the processes for determining attendance when student interest/need exceeds capacity. • the applicant response strongly demonstrates applicant’s strong understanding of, or ability to, conduct summer school or supplemental academic program. 			
<p>Q17. The applicant comprehensively and reasonably describes any extra-curricular or other student-focused activities or programming the school will offer and how students can participate in the development and implementation of such activities and programming. The applicant’s response indicates a understanding of the required resources.</p>			
<p>Q18. If applicable, the applicant describes if the school has any intentions of partnering with Universities of Wisconsin institution(s) or other institution(s) of higher education.</p>			
<p>INITIAL SECTION RATING</p>			
<p>Strengths:</p>			
<p>Weaknesses:</p>			
<p>Questions:</p>			
<p>AFTER CAPACITY INTERVIEW</p>			
<p>Comments:</p>			

Overall Score:

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Section V: SUPPORTS FOR DIVERSE LEARNERS			
	Does Not Meet	Approaches	Meets

<p>Q1. The applicants identified the diverse learners the school is expected to serve with a comprehensive rationale for those assumptions.</p>			
<p>Q2. The applicant clearly details the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs or Section 504 plans, English Language Learners; students identified as intellectually gifted; and students that indicate they are more likely to fail or drop out. As well as a demonstrated understanding of the legal requirements to serve each student population.</p>			
<p>Q3. The overall plan for serving diverse learners includes a clear continuum of the school's chosen framework (such as Multi-tiered Systems of Support). The applicant cohesively connects the plan with the educational program and other components of the school design, such as the recruitment and hiring, staffing, professional development, the performance framework, facilities, record keeping and the budget.</p>			
<p>Q4. For students with Special Education needs, the applicant comprehensively explains how the school will implement all of the following:</p> <ul style="list-style-type: none"> • Identify students who are eligible for services and programs using appropriate screeners and assessments and methods to avoid misidentification. • Provide adequate numbers of qualified, in-field staff (including contracted services) to meet the needs of students. • Assess and monitor the progress of students including how they could be redesignated or exited from services. • Provide professional development for both specialized and general education teachers to ensure their ability to meet the needs of all diverse learners. • Request and review appropriate student records (including IEP's) from former schools/districts, to implement required services on the first day of school. • Description of specific instructional programs the proposed school will employ to provide a continuum of services and ensure students' access to the general education curriculum. • Inform and involve families in inclusive ways that are consistent with state and federal law. 			
<p>Q5. For linguistically diverse learners (English Learner students), the applicant comprehensively explains how the school will implement all of the following:</p> <ul style="list-style-type: none"> • Methods for identifying EL students (and avoiding misidentification). • Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program. • Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services. <p>Means for providing qualified staffing for EL students.</p>			

<p>Q6. Clearly defined pathways for providing remediation supports to students not meeting grade-level expectations, but not qualifying for specialized services like SPED or EL.</p> <ul style="list-style-type: none"> · The applicant provides a comprehensive description of the processes for identifying students in need of remediation or acceleration across all grade levels and subject areas. · Plan describes equitable access to remediation and acceleration ensured for all student groups. · Seamless integration with school's overall MTSS/RTI or another chosen model. 			
INITIAL SECTION RATING			
Strengths:			
Weaknesses:			
Questions:			
AFTER CAPACITY INTERVIEW			
Comments:			

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Section IV: STUDENT DISCIPLINE POLICY AND PLAN			
	Does Not Meet	Approaches	Meets
<p>Q1. The applicant includes as an attachment a proposed discipline policy. The policy and procedures are culturally responsive and comply with applicable state laws and it comprehensively and explicitly addresses all the following:</p> <ul style="list-style-type: none"> • Clearly state the types of behaviors for which discipline, including suspension and expulsion, may be administered. • Have a real and substantial relationship to the lawful maintenance and operation of the school including, but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. 			

<ul style="list-style-type: none"> • Provide for early involvement of parents in efforts to support students in meeting behavioral expectations. • Provide that school personnel make every reasonable attempt to involve parents and students in the resolution of behavioral violations for which discipline may be administered. • Identify other forms of discipline that school personnel should administer before or instead of administering classroom exclusion, suspension, or expulsion to support students in meeting behavioral expectations. • Identify school personnel with the authority to administer classroom exclusions, suspensions, expulsions, emergency expulsions, and other forms of discipline. • Establish appeal and review procedures related to the administration of suspensions, expulsions, and emergency expulsions. • Establish grievance procedures to address parents' or students' grievances related to the administration of classroom exclusions and other forms of discipline, including discipline that excludes a student from transportation or extracurricular activity. The procedures must, at a minimum, include an opportunity for the student to share the student's perspective and explanation regarding the behavioral violation. • Provide a process for students who have been suspended or expelled to petition for readmission 			
<p>Q2. The applicant provides a detailed description of how students and parents/guardians will be informed of the school's discipline policy.</p>			
<p>Q3. The applicant provides an appropriate and extensive description of how the school will ensure fairness and equity in the administration of discipline, including compliance with Individuals with Disabilities Education Act (IDEA) protections for students receiving special education services. Response demonstrates a solid understanding of the legal requirements regarding students receiving Special Education services.</p>			
<p>Q4. Response is a comprehensive and ambitious description of how the school will review and respond to instances of disproportionality in the administering of discipline. Applicant convincingly addresses ongoing and consistent data collection, analysis, policy review, continuous improvement, and staff professional development</p>			
<p>Q5. Applicant includes a comprehensive process for the review of discipline policies and procedures that includes participation of personnel, students, families, and the community. The plan/process must include the review of disaggregated discipline data.</p>			
<p>INITIAL SECTION RATING</p>			
<p>Strengths:</p>			
<p>Weaknesses:</p>			
<p>Questions:</p>			
<p>AFTER CAPACITY INTERVIEW</p>			
<p>Comments:</p>			

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Section VII: EDUCATIONAL PROGRAM CAPACITY			
	Does Not Meet	Approaches	Meets
Q1. Key members of the school's leadership team and their respective responsibilities have clearly been identified.			
Q2. The applicant provides a clear, detailed, and comprehensive demonstration of capacity for implementing the school design successfully. <ul style="list-style-type: none"> a. Applicant clearly describes the group's ties to and/or knowledge of the target community. 			
Q3. The applicant provides a detailed description of any community organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.			
Q4. <u>If identified</u> , the applicant clearly identifies the principal/head of school candidate and explains why this individual is well qualified to lead the proposed school in achieving its mission. <ul style="list-style-type: none"> • Resume/CV included as an attachment. 			
Q5. <u>If no candidate has been identified</u> , the applicant comprehensively demonstrates a clear process and timeline for recruiting, selecting, and hiring a strong compatible school leader. There is a complete job description with qualification criteria and/or specific recruitment strategies to be used in selecting this leader.			
Q6. For any other leadership/management positions not yet filled, there is a clear listing of needed positions, a timeline, qualification criteria, and process for recruitment and hiring. The plan for recruitment is inclusive.			
Q7. Applicant provides a comprehensive description of the processes and protocols for supporting and developing principal/head of school. <ul style="list-style-type: none"> • Clear evaluation system and cycle outlined for administrators, including: 			

<ul style="list-style-type: none"> · Direct alignment demonstrated between evaluation tool and their professional development growth goals. · Explains how the school board intends to handle unsatisfactory leadership performance and leadership changes and turnover. 			
Q8. There is a clear and reasonable description of the school strategies for recruiting and retaining leaders and teachers that are proportionately representative of the community school plans on serving.			
INITIAL SECTION RATING			
Strengths:			
Weaknesses:			
Questions:			
AFTER CAPACITY INTERVIEW			
Comments:			

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Section VIII: ORGANIZATIONAL PLAN & CAPACITY – SCHOOL MANAGEMENT			
	Does Not Meet	Approaches	Meets

<p>Q1. As an Attachment, the applicant provides an organizational chart for the first year of operation and at full build-out, if applicable.</p> <p>a. The chart clearly and specifically delineates the roles and responsibilities of, and lines of authority and reporting structures between the school leader(s), the governing board, staff, and any related bodies (such as advisory bodies or parent/teacher councils) and any external organizations that will play a role in managing the school.</p> <p>b. The organization charts or as a narrative, applicant delineates s who is responsible for (a) personnel, (b) curriculum, (c) local assessments, (d) policy development, (e) budget and expenditures, and (f) daily operations.</p> <p>c. If the charter school intends to contract or partner with an entity for management or educational services, the organizational chart also clearly reflects that relationship and/or any other external organizations that will play a role in managing the school.</p>			
INITIAL SECTION RATING			
Strengths:			
Weaknesses:			
Questions:			
AFTER CAPACITY INTERVIEW			
Comments:			

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Section IX: GOVERNANCE, MANAGEMENT, AND ADMINISTRATION			
	Does Not Meet	Approaches	Meets

<p>Q1. The table provided is appropriately filled with current board members and includes competencies of seats school is still seeking to fill.</p>			
<p>Q2. The applicant provides a concise narrative for each board member that includes:</p> <ul style="list-style-type: none"> • their experience/involvement with K-12 education, and the design and operation of a charter school. • other relevant experience in areas of management, finance, human resources, legal compliance, etc. • expected role and responsibilities during the pre-operational planning period. • whether they intend to apply for employment at the new school. • As an attachment, resumes of new board members added after Phase I are included. 			
<p>Q3. The description of how and when the existing governing board was formed and how members were identified is thorough. Applicant addresses:</p> <ol style="list-style-type: none"> a. the size, current and desired composition of the governing board. b. the nature and extent of parental, professional educator, and /or community involvement in the governance and operation of the proposed school c. the extent to which the board reflects the community and students the school intends to serve. 			
<p>Q4. The applicant provides a comprehensive and coherent plan to recruit board members with identified competencies for any vacant positions or when seats come open. And:</p> <ol style="list-style-type: none"> a. Describes the level of authority the governing board will convey to the school's administrator/leader or administrative/leadership team. Includes a comprehensive description of the relationships and separation of duties between the Board of Directors and the School Leadership. b. Clearly describes the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provides, as an Attachment, the board's proposed Code of Ethics and Conflict of Interest policy. c. Clearly identifies any existing relationships that could pose actual or perceived conflicts; discusses specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflict. 			
<p>Q5. The applicant clearly and comprehensively describes the governance structure/model of the proposed school and how it guides the board including the primary roles of the governing board. The applicant clearly and comprehensively describes in detailed how the proposed governance structure will:</p> <ol style="list-style-type: none"> a. Ensure the school will be an educational, financial, and operational success. b. Evaluate the success of the school, school leader and board itself. 			
<p>Q6: The applicant provides a detailed and compelling plan for ongoing training of board members. Comprehensive descriptions of the kinds of ongoing development/training for existing board members are provided. The applicant provides an ambitious plan for ongoing board training, which includes:</p> <ul style="list-style-type: none"> • A timetable. 			

<ul style="list-style-type: none"> • Specific topics to be addressed. • Participation requirements. <p>If there will be a network-level board, the applicant identifies any board development requirements relative to the organization's proposed growth and governance needs.</p>			
<p>Q7. School proposed an appropriate dashboard or other tool(s) for the board to monitor its academic, mission-related, and other goals across the course of the contract (Example: Board on Track). Associated costs should be reflected in the budget.</p>			
<p>Q8. The applicant reasonably and comprehensively addresses operating in compliance with Public Record Law and Open Meetings law.</p>			
<p>Q9. There is a compelling and comprehensive explanation of how the board will establish policy and work with the staff to promote the goals of the program.</p>			
<p>Q10. The applicant provides a clear and reasonable plan detailing the corrective measures the charter school governing board will take if the charter school fails to meet performance standards.</p>			
<p>Q11. There is a comprehensive process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.</p>			
<p>Q12. Includes a discussion of the potential start-up challenges, how applicant team plans to address those challenges.</p>			
<p>Q13. Applicant includes as an attachment Board By-Laws and Articles of Incorporation</p>			
<p>INITIAL SECTION RATING</p>			
<p>Strengths:</p>			
<p>Weaknesses:</p>			
<p>Questions:</p>			
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Section X: STAFFING PLANS, HIRING, MANAGEMENT, AND EVALUATION

	Does Not Meet	Approaches	Meets
<p>Q1. The applicant clearly describes the school's overall strategy, plans, and timeline for recruiting, retaining, and hiring licensed/certified, mission-aligned teaching staff and includes paraeducators, support staff, and teachers with special education and EL certification. Plans are clearly in accordance with the state rules and regulations to verify credentials and conduct criminal background checks.</p> <p style="margin-left: 20px;">a. If the school intends to hire newly certified teachers, teachers with conditional or emergency certifications, or those with less than three years of teaching experience, the applicant comprehensively and appropriately describes an overall plan to provide additional supports to those teachers.</p>			
<p>Q2. Applicant provides a comprehensive and detailed plan on how teachers will be supported, developed, and evaluated each school year.</p> <ul style="list-style-type: none"> • Provides description of teacher evaluation tool(s) • Describes the relationship between the teacher evaluation tool and their professional learning and development. • Includes, specific data will be used to mark and chart growth. 			
<p>Q3. The applicant clearly describes the relationship that will exist between the proposed charter school and its employees. It is clear whether employees will be at-will or whether there will be an employment contract. If the school will use contracts, the applicant adequately explains the nature and conditions of the contracts. There is a detailed outline of the school's procedures for terminating school personnel.</p>			
<p>Q4. Applicant provides a comprehensive and detailed plan on how the school intends to handle unsatisfactory teacher performance and teacher changes and turnover.</p>			

Q5. The applicant clearly describes how the school's leader(s) will develop a work environment where all employees can foster a culture of collaboration among the administrative and teaching staff.			
INITIAL SECTION RATING			
Strengths:			
Weaknesses:			
Questions:			
AFTER CAPACITY INTERVIEW			
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Section XI: Professional Development			
	Does Not Meet	Approaches	Meets
Q1. The applicant has provided a detailed description of the school's professional development expectations and opportunities, plan should comprehensively: <ul style="list-style-type: none"> · Identify the person or position responsible for professional development. · Discuss the core components of professional development and how these components will support effective implementation of the educational program. · Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. 			

Q2. The applicant comprehensively provides an explanation of professional development or onboarding that will take place prior to school opening for teachers.			
Q3. The applicant comprehensively describes the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Includes time scheduled for common planning or collaboration and how such time will typically be used.			
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Strengths:			
Weaknesses:			
Questions:			
AFTER CAPACITY INTERVIEW			
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Section XII: FACILITIES			
	Does Not Meet	Approaches	Meets
Q1. The applicant has provided a detailed description of the facilities requirements regarding the proposed school and clearly links how the facility will allow the school to fulfill its mission and vision. Information provided by applicant includes detailed and compelling information regarding the number of classrooms needed, square footage per classroom, common areas, overall square footage of the facility and amenities needed.			
Q2. The applicant comprehensively and justifiably explains specialty classroom needs, including the number of each type and the number of students to be accommodated at one time, Wis. Stat. § 118.40(1m) (b)14 and specialty needs,			

including, but not limited to, the following: equitable space to deliver pull out services for students receiving special education or other support services, science labs, art rooms, computer labs, a library/media center, performance/dance rooms, auditorium, etc. The specialty classroom requirements explicitly support the educational program.			
<p>Q3. The description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility are compelling. Response demonstrates the applicant's strong understanding of the real estate market and tasks to be completed. And clearly understand charter school facilities must comply with applicable state, local and authorizer health and safety requirements.</p> <p>a. The applicants clearly state any potential conflicts of interest that exists between board/school leadership and facility arrangements.</p> <p>b. If applicant currently hold a facility or have an MOU or other proof of intent to secure a specific facility, they provided proof of the commitment as an Attachment.</p>			
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Weaknesses:			
Questions:			
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Section XIII: TRANSPORTATION, SAFETY, AND FOOD SERVICE			
	Does Not Meet	Approaches	Meets

Q1. The applicant provides a clear, specific, and comprehensive school transportation plan and specifically addresses arrangements for students. In addition to daily transportation needs, there is a thorough and strong description of how the school plans to meet the transportation needs of students with disabilities and students experiencing homelessness and describes how the school plans to meet transportation needs for field trips and athletic events.			
Q2. The applicant plans for food services are ambitious, complete, and comprehensive. Response demonstrates strong capacity for its plans for food service.			
Q3. The applicant provides a clear, specific, comprehensive plan for the safety and security of students, the facility, and property.			
Q4. The applicant describes the methodology for maintaining pupil records and ensuring accurate record keeping in regard to student attendance, achievement, health, activities and emergency contacts, that seems reasonable.			
INITIAL SECTION RATING			
Strengths:			
Weaknesses:			
Questions:			
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Section XIV: FINANCIAL PLAN AND CAPACITY

	Does Not Meet	Approaches	Meets
Q1. The applicant clearly identifies the individuals who were involved in developing the school's financial plan and provides evidence that their level of expertise is extensive.			
Q2. There is a comprehensive and reasonable description of the position(s) and the level of expertise of the individual(s) who will be responsible for managing the business aspects of the school. There is a well-evidenced and detailed demonstration of the team's individual and collective qualifications for implementing the Financial Plan successfully.			
Q3. The applicant appropriately and reasonably demonstrates how capital required to plan and open the school will be obtained. If funds are going to be borrowed, the applicant comprehensively identifies potential lenders, and the amount of the loan required.			
Q4. The applicant clearly details a plan and timeline for annually auditing the school's finances, and identifies the firm which will conduct the audit.			
Q5. The plan for raising funds needed beyond the per-pupil allocation provided under state law is comprehensive, compelling and reasonable.			
Q6. The applicant clearly details the levels of enrollment and revenue required to ensure sufficient cash flow for program operation and the process it will undergo should numbers drop below that level to ensure students continue to receive high quality education.			
Q7. Applicant provided a revenue and expenditure budget for the first five years of operation and planning year, as an attachment . Budget demonstrate alignment to the schools proposed program model. Budget seems reasonable and demonstrates a strong understanding of charter school finance, demonstrating strong fiscal viability.			
Q8. Staffing chart seems reasonable and incorporates an accurate representation of staff needed for proposed model.			
INITIAL SECTION RATING			
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Section XIV: EXISTING OPERATORS OR CMO’S PLANNED GROWTH			
****ONLY IF APPLICABLE	Does Not Meet	Approaches	Meets
Q1. The applicant includes a detailed and comprehensive description of how it has assessed the performance of its current school(s) and determined it is capable and ready to open another school. There is a clear description of the methods, tools, assessments, or indicators that the applicant has used to determine that it will likely be an academic, operational, and financial success in the community it plans to serve.			
Q2. The applicant provides a comprehensive description of any school(s) managed by the organization that has voluntarily closed or ceased operations. The most recent performance data with a substantial explanation as to why the decision was made to close the school is included.			
Q3. The applicant provides detailed information about schools that have been subject to an enforcement action, including, but not limited to corrective action, revocations/non-voluntary closure, or non-renewals by any authorizer. OR The applicant indicates that there have been no enforcement actions.			
INITIAL SECTION RATING			
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