

PHASE II APPLICATION REVIEWERS GUIDE

Please consider the major elements of the proposal as outlined below.

Evaluate the Phase II application as to how well the applicant has responded in a meaningful and informative manner about how they would operate their proposed charter school. The Office of Educational Opportunity's rubric model does not use a numeric rating system; instead, we rely on the summary judgment of the elements and overall final recommendation.

Please use the following statements to frame your final recommendation:

1. Acceptable and should be considered for potential charter status.
2. Acceptable, and could be considered for potential charter status if the applicant addresses specific issues or meets certain conditions.
3. Not Acceptable and should not be considered for charter status.
4. Application has potential but additional information is needed. (Note: Reviewer must specify the areas of concern. This can include information needed for clarification, suggested revisions, and information that might make the application more complete).

Please consider the entire proposal and avoid focusing on one aspect of the proposal in making a final recommendation.

PROCESS

OEO and its Advisory Council will use the following process to incorporate reviewer comments and determine a recommendation:

1. All reviewers will make a summary judgment using this rubric.
2. Each reviewer will complete their review of the charter proposal and will prepare comments, questions, and a final recommendation using this rubric. They will discuss this rubric with OEO. The OEO director will facilitate a discussion with the entire Advisory Council and prepare a consensus draft of this rubric synthesizing feedback from the Council.
3. If a simple majority of the Council rejects the proposal, the applicant will be provided with feedback documented in the consensus rubric, but OEO will take no further action with the proposal.

However, if a majority recommends pursuing contract negotiations, then the OEO director will consider the:

1. application materials and other information submitted during the application process (including a capacity interview and requests for additional information, as applicable); and
2. comments, feedback, and questions from the committee about the proposal's strengths/weaknesses and determine whether to accept the recommendation. If reviewers request additional information from the applicants, OEO will secure the requested information for consideration before discussing a final recommendation.
3. The recommendation of the Director shall be final in these matters and will communicate this final decision to Council members.
4. If the Council makes a favorable recommendation, and the Director accepts the recommendation, the Director shall make a summary recommendation to the UW System President. The Director will inform the President about the program, substantive basis for the recommendation, and a timeline for potential implementation of the charter. The Director shall prepare these documents.
5. If the System President confirms a recommendation to accept a proposal, then contract negotiations will commence when the applicants have met any prerequisite conditions, if necessary.
6. OEO will publish the entire application, consensus rubric, names of the Council members, and the final recommendation on the OEO website after completing the recommendation process described in steps 1-6 above.
7. OEO and the UW System Office of the General Council will negotiate a charter contract with the applicants based on OEO's model contract. OEO will then present a final contract to the UW Board of Regents for final approval.

Phase II Rubric

Name of Proposed School:	
Proposed Location of School: (What municipality?)	
Date:	
Name and Title of Reviewer:	

Overall Assessment *(complete this section last by electronically highlighting your recommendation)*

- **Accept for further consideration**
- **Deny**
- **Resubmit with modifications, additional information, or answers to specific questions for further consideration**

Please use this rubric to guide your assessment of the Phase II application. The last page provides space to make your final recommendation and justification to support your recommendation.

Each section presents criteria for a response that meets the application requirement; these criteria should guide the overall rating for the section.

The Strengths and Concerns boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

Meets the Standard:

The response reflects a thorough understanding of key issues and demonstrates the 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.

Partially Meets the Standard:

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

Does Not Meet the Standard:

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.

School Design Key Questions

The school must have a clear mission and an overall purpose for the educational program that meets the needs of students.

- Does the application satisfy this standard?
- Is the design of the school grounded in research?
- Does it have unique aspects that will bring a new educational offering to the students?
- Does it fit within OEO’s mission to increase equity, opportunity, and incubate innovative practices?
- Is an independent charter school necessary to achieve the school’s mission?

Evaluation Criteria: A response that meets the standard will:

1. Provide the name of the proposed charter school and explain the reasons for the name.
 - a. Provide the name(s), address(es), telephone number(s), and email address(es) of the organization or individuals submitting the application to create a charter school.
2. Identify how the school will operate as a legal entity under Wisconsin law.
3. Describe the student body to be served by the school and, for each of the first five years, indicate the grades the school will house, the number of expected students per grade, and the expected number of students per class.
4. State the mission and vision of the school.
5. State the core beliefs of the school, including the role that racial equity plays in these beliefs.
6. Explain how the mission, vision, and core beliefs are grounded in specific research or demonstrated best practices and align with OEO’s mission and vision.
7. Note the unique aspects of the school and explain why the community needs this school (what this school will offer that is currently unavailable).
8. Describe how the mission and core beliefs, and values of diversity, equity, and inclusion will drive decision-making during the development and operation of the school.
 - a. Characterize the school culture desired for the school and how this culture will be established.
 - b. Describe the process and community stakeholders that will be used to develop an initial strategic plan.

Place an “x” in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Identify strengths or concerns (use as much space as needed)

Strengths	
Concerns/Questions	

Governance and Leadership

For long-term development, the school will need an effective governance structure. Is there evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee an independent charter school? Are there clear lines of authority established in the governance structure and are parents allowed the opportunity to participate in governance at the school? Does this application suggest that potential issues of discrimination (disability, gender, and race) would be of concern? Will the board provide meaningful voice and representation from diverse communities? Does the applicant explain why it needs independent governance?

Evaluation Criteria: A response that meets the standard will:

1. Identify the organization and individuals involved in the development of the school.
2. Describe how this organization and/or these individuals individually and collectively, embody the characteristics, diversity, mindsets, skills, and experience necessary to establish the school as an effective, stable organization.
3. Describe the board that will be created to lead the school.
4. Describe the process to be used for the selection and training of board members.
5. State the general duties of board members.
6. Explain how the governance of the school will embody principles of democratic management, diversity, and inclusion, including but not limited to family participation.
7. Explain how the board will establish policy and work with educators to promote the goals of the program.
8. Attach a copy of the by-laws of the board (if available).
9. Attach a copy of articles of incorporation as defined by Wisconsin law.
10. List the names and occupations (or relevant experience) of individuals who will serve on the initial school board (if available).
11. Explain how the school will operate in terms of lines of authority and responsibility.
12. Identify the position(s) and the level of expertise of the individual(s) responsible for managing the school and the way administrative services will be provided.
13. Identify the criteria to be employed in hiring and evaluating the school director/principal.
14. If the charter school will be managed/operated by a third party, identify the organization and its role in the charter school operation.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Identify strengths or concerns (use as much space as needed)

Strengths	
Concerns/Questions	

Community and Family Engagement

For any school to maintain long-term viability, it must have community involvement, be responsive to the community, and be in partnership with other community entities. Have members of the community the school intends to serve contributed in meaningful ways to the school design? Do the applicants describe who they have (and/or have not yet) engaged from the community and objective description of the procedural history of the application including responses from a local school board or another authorizer?

Evaluation Criteria: A response that meets the standard will:

1. Describe the community the school will serve.
2. Explain how the community has been involved in developing the school.
3. Explain the community demand (interest in the proposed model) for this school.
4. Explain what other options/alternatives the applicants considered or attempted for authorization, and how they incorporated any feedback from those efforts.
5. Explain how the community will be involved in the operation of the school.
6. Describe community partnerships the school will have or hopes to have.
7. Describe how relationships to attract and retain students, enhance student learning, and satisfy students and stakeholders will be built.
8. Describe how requirements, expectations, and preferences of students, families, and other stakeholders will be determined.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Identify strengths or concerns (use as much space as needed)

Strengths	
Concerns/Questions	

Marketing, Recruiting, and Admissions

For any school to recruit students, it must have a viable marketing and recruitment plan. It must also meet recruitment goals for financial and programmatic success. By state law, charter schools are public schools that must be open to all students. Do outreach efforts seem likely to meet recruitment goals? Does the school have an appropriate plan to admit students without discrimination? Do the plans meet state and federal requirements?

Evaluation Criteria: A response that meets the standard will:

1. Describe the marketing program that will be used to inform the community about the school.
2. Explain how students will be recruited for the program.
3. Explain and provide evidence of a likelihood of recruitment success.
4. Describe how the school will achieve a racial and ethnic balance amongst pupils.
5. Describe admission policies and practices to be used to enroll students the first year and succeeding years.
6. Describe strategies to be employed when, and if, more students apply for admission than there are seats available.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Identify strengths or concerns (use as much space as needed)

Strengths	
Concerns/Questions	

Faculty and Staff

High-quality school programs are based on effective staff recruitment and ongoing staff development. Have the developers effectively addressed these concerns? Does the plan provide a mechanism to recruit licensed faculty members and obtain licensure for those members not immediately meeting the requirement?

Evaluation Criteria: A response that meets the standard will:

1. Identify how administration, faculty, and staff will be recruited and how the school will ensure the quality of the workforce and alignment with the school's mission.
2. Describe how job requirements, compensation, career progression, workforce practices, and work environment, including unique aspects or approaches to staff recruitment/training, will motivate faculty and staff to achieve high performance.
3. Describe how the faculty and staff education and training programs will support the achievement of overall school instructional, cultural, and other mission-specific goals.
4. Describe how the work environment and any retention efforts will foster learning and continuous improvement for both staff and students.
5. Describe how the school will meet the requirement that all instructional staff hold a license or permit to teach issued by the Department of Public Instruction.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Identify strengths or concerns (use as much space as needed).

Strengths	
Concerns/Questions	

Curriculum and Instruction

High-quality schools have an integrated model of curriculum and instruction. From what is described in the application, have the applicants developed a curriculum that meets the needs of all students? Does the applicant cite research support for its curriculum? Are the mission and desired school culture reflected in the educational program and curriculum?

Evaluation Criteria: A response that meets the standard will present a curriculum plan that:

1. Describes the educational program of the school.
2. Identifies the content of the instructional program and the reasons for its selection.
3. Characterizes the instructional methodology to be utilized by the faculty.
4. Explains how chosen instructional content and methodology will achieve the school's objectives.
5. Describes the research that supports this approach to educating children, and how the school will incorporate best practices from the research.
6. Describes the program design, methods, and strategies for serving students with disabilities and for complying with all related federal laws and regulations.
7. Describes the program design, methods, and strategies for serving students who are English language learners and for complying with all related federal laws and regulations.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Identify strengths or concerns (use as much space as needed).

Strengths	
Concerns/Questions	

Standards, Assessment, and Accountability

OEO authorized schools must meet standards of accountability. Have the applicants provided a model of accountability that will be generally accepted by the public and will they implement the testing standards required by state law? Have the applicants described how these standards will be integrated into the instructional process to improve student performance?

Evaluation Criteria: A response that meets the standard will:

1. Describe the standards on which the educational program will be based.
2. Describe how pupil progress to attain the educational goals and expectations of the State of Wisconsin will be determined.
3. Describe the requirements for high school graduation (if applicable).
4. Define how the results of the educational program will be assessed, including any proposed measures or metrics to evaluate aspects of the school's model.
5. Describe the student achievement goals that will be met during the first five years of operation.
6. Describe how the school will ensure the quality and availability of needed data and information.
7. Describe how standards, assessment, and accountability will be integrated into a coordinated system.
8. Describe how effective performance management systems will be provided to improve student and organizational performance.
9. Describe the school calendar for the first year of operation, the number of days of instruction to be provided during that year, the length of the school day, and the number of minutes of instruction per week for each subject and why the proposed timing aligns with the school's mission.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Identify strengths or concerns (use as much space as needed).

Strengths	
Concerns/Questions	

Educational Support Processes

High-quality schools have an educational program that is a well-defined plan of operation, understood by educators, students, and families. Does the plan of operation suggest a daily organizational structure that is meaningful, meets accepted standards for health and safety and reflects the educational program? Can you identify standards for behavior and disciplinary practices to be used by the program that will be applied equitably and avoid disparate impacts? Does the proposal describe a clear plan for meeting the broad spectrum of student social/emotional needs, cultural identities and backgrounds, the educational needs of special education students, and dual-language learners?

Evaluation Criteria: A response that meets the standard will:

1. Describe how key processes for design and delivery of the educational program will be managed.
2. Describe how instructional content and methodology will be continuously improved.
3. Explain the procedures for ensuring the health and safety of students.
4. Identify the procedures for school discipline, suspension, and potential removal of a child from the program.
5. Describe the methodology for maintaining pupil records and ensuring accurate record keeping for student attendance, achievement, health, activities, and emergency contacts.
6. Identify key student services and how they will be managed.
7. Describe how key processes that support daily operations will be managed.
8. Describe the English language learner and special education program to be provided including governance, pupil identification, development of IEPs, delivery of special education and related services, and program financing.
9. A clear description of how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Identify strengths or concerns (use as much space as needed).

Strengths	
Concerns/Questions	

Business and Financial Operations

High-quality schools have solid fiscal plans and management strategies. Do the personnel have the expertise to properly manage the financial affairs of the school? Is the business plan suggested in the application realistic given the state per-pupil allocation? Does the financial analysis appear to be realistic and have the developers given due consideration to all major elements of a business plan including marketing, student recruitment strategies particularly for the community the school intends to serve, and fundraising strategies – as in, do budget allocations match the mission, priorities, and values expressed elsewhere in the application? Has the applicant identified a school building in an area that will be accessible for its families, or provide transportation? Does the applicant have sufficient assets to lease/purchase and operate a site?

Evaluation Criteria: A response that meets the standard will:

1. Identify the individuals and their level of expertise who were involved in developing the school's financial plan.
2. Identify the position and the level of expertise of the individual(s) who will be responsible for managing the business aspects of the school.
3. Identify how the capital required to plan and open the school will be obtained. If funds are going to be borrowed, identify potential lenders and the loan amount required.
4. Identify the potential site of the school (or at least some viable options), how the site will be procured, the estimated cost of procurement, and the estimated cost of construction and/or renovation to fit the mission and needs of the school.
5. Provide a description of the school facility, or proposed facility, its layout, and how the facility will contribute to the school fulfilling its mission. Include the number and size of classrooms, common areas, and recreational space. Identify how it will comply with accessibility requirements.
6. Describe the transportation arrangements made for the charter school students.
7. Describe how food services will be provided for students.
8. Provide revenue and expenditure budgets for the first three years of operation.
9. Provide a projected cash flow statement for the planning stage and the first year of operation.
10. Identify the critical levels of enrollment and revenue required to insure sufficient cash flow for program operation.
11. Show how the budget addresses the unique aspects of the school.
12. Describe the plan for annually auditing the school's finances and identify the firm which will conduct the audit (if selected).
13. Present a plan for raising funds needed beyond the per-pupil allocation provided under statelaw.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Identify strengths or concerns (use as much space as needed).

Strengths	
Concerns/Questions	

Legal Requirements and Procedures

Schools authorized by OEO must be operated in accordance with all applicable federal and state charter school laws and requirements. Does the applicant understand the legal requirements, and can it operate within these requirements? The school will function as its own Local Education Agency -- is this autonomy necessary and practical given the applicant and proposed model?

Evaluation Criteria: A response that meets the standard will:

1. List the legal requirements for operating a public charter school.
2. Describe the policies and procedures developed to address these requirements.
3. Describe the level and types of insurance coverage the board will provide.
4. Explain the school's student records plan for developing and maintaining student achievement, health, emergency contact, high school credit, activities, and the like.
5. Identify how students, staff, faculty, the board, and parents will gain an understanding of the rights and responsibilities these requirements create.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Identify strengths or concerns (use as much space as needed).

Strengths	
Concerns/Questions	

REVIEW SUMMARY

Recommendation (Electronically highlight your recommendation)

Please consider the 10 criteria to determine your recommendation for the application below.

Approve: Application is acceptable and should be considered for potential charter status.

- Superior: This proposal is very well developed and can contribute to school innovation efforts to improve the quality, opportunity, and equity of education for children, especially children who are at risk. The program plan and evaluation components are outstanding and will add to our understanding of education.
- Satisfactory: The proposal is sufficiently well developed that granting of charter status for planning purposes is realistic. However, specific issues or concerns should be addressed before negotiating a charter contract. List the specific issues/concerns to address or conditions to meet:

Deny: Application is not acceptable and should not be considered for charter status. Use the space below to indicate rationale.

- Unsatisfactory: The proposal requires extensive work and the planning group needs to reevaluate its goals for the program. Working with a consultant may be advisable.
- Does not fit within University's charter expectations.
- The proposal is lacking in research to support the program design and may wish to seek a charter from an organization other than the University.

Rationale:

Revise: Application has potential, but additional information is required. Use the space provided to specify area of needing revisions.

- Needs Work: The proposal lacks in completeness and should be returned for further work to be submitted for a future review for further consideration.

Revisions Needed: