



PHASE II:  
NEW CHARTER SCHOOL  
APPLICATION RUBRIC

**Office of Educational Opportunity**

Van Hise Hall, 1220 Linden Drive

Madison, WI 53706

608-262-8887 | [www.wisconsin.edu/oeo](http://www.wisconsin.edu/oeo)

## Phase II: New Charter School Application Rubric

The New School Application Rubric “Rubric” provides the authorizer and the Application Review Committee with an objective means of determining quality in the charter school proposal. Provides a common language (specific criteria and indicators of quality) for evaluators to draw on throughout the entire application evaluation process. Rubric also provides the application writer with 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's ability to close opportunity and achievement gaps, 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:** Clear and complete responses to all criteria. Consistently detailed, comprehensive explanations provided, including specific evidence that shows robust preparation. Presents a clear, explicit picture of how the school expects to operate. When applicable, responses connect cohesively to other sections of the prospectus. When applicable, the information/evidence demonstrates a high degree of capacity to implement the proposed program.

**Approaches:** Responses address most criteria but lack full depth or detail in some areas. The explanation provides adequate information overall but would benefit from additional evidence or specifics in key sections. Some connections between related parts of the prospectus exist but could be strengthened. The information demonstrates basic capacity to implement the proposed program, though certain operational elements may require further development or clarification. Some aspects of school operations are presented in general terms rather than with specific, actionable plans.

**Does Not Meet:** Unclear and/or incomplete responses to some or all criteria. The response provides partial explanations and lacks meaningful detail or requires additional information in one or more key areas. Responses lack connections to related sections. Responses demonstrate lack of preparation and/or raise substantial concerns about the applicant's understanding of, or ability to, implement the proposed program/or operate a charter school.

## New Charter School Application Evaluator Rubric

**PROPOSED SCHOOL NAME:**

**DATE:**

### Rating Characteristics

In general, the following definitions guide evaluator ratings:

**Meets:** Clear, complete, and compelling response to all aspects, demonstrates capacity and potential.

**Approaches:** Adequate response addressing most criteria, but requires further development in certain areas. Shows basic understanding and capacity.

**Does Not Meet:** Lacking details, minimal demonstration of understanding or capacity.

### OVERALL SECTION RATING

EXECUTIVE SUMMARY	
<b>I.</b>	COMMUNITY ENGAGEMENT AND FAMILY ENGAGEMENT
<b>II.</b>	STUDENT RECRUITMENT AND ENROLLMENT
<b>III.</b>	SCHOOL CULTURE
<b>IV.</b>	EDUCATIONAL PROGRAM PLAN
<b>V.</b>	SUPPORTS FOR DIVERSE LEARNERS
<b>VI.</b>	STUDENT DISCIPLINE POLICY AND PLAN
<b>VII.</b>	EDUCATIONAL PROGRAM CAPACITY
<b>VIII.</b>	ORGANIZATIONAL PLAN & CAPACITY – SCHOOL MANAGEMENT
<b>IX.</b>	GOVERNANCE, MANAGEMENT, AND ADMINISTRATION
<b>X.</b>	STAFFING PLANS, HIRING, MANAGEMENT, AND EVALUTION
<b>XI.</b>	PROFESSIONAL DEVELOPMENT
<b>XII.</b>	FACILITIES
<b>XIII.</b>	TRANSPORTATION, SAFETY, AND FOOD SERVICE
<b>XIV.</b>	FINANCIAL PLAN AND CAPACITY
<b>XV.</b>	EXISTING OPERATORS OR CMO'S PLANNED GROWTH

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

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"> <li>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.</li> <li>The applicant provides a clear, concise, comprehensive, and compelling vision and mission statement.</li> <li>The applicant 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.</li> <li>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.</li> </ul>			
Strengths:			
Weaknesses:			
Questions:			
AFTER CAPACITY INTERVIEW			
Comments:			

Section I: COMMUNITY AND FAMILY ENGAGEMENT			
	Does Not Meet	Approaches	Meets
Q1. The applicant provides substantial evidence of community involvement. The applicant uses feedback garnered to inform application, describing any changes to proposed schools because of the feedback session(s). The applicant describes and provides evidence of community members, parents, families, and students' (as appropriate) involvement in developing the proposed school.			
Q2. The applicant illustrates strong convincing and sound evidence that there is demand for this program in the community it plans to serve and that this will lead to students enrolling should it open. Evidence should be concrete.			
Q3. The applicant provides adequate description of community partnerships the school has developed and hopes to cultivate that are likely to materialize and aligned with the school's mission/vision.			
Q4. There is a comprehensive plan for the school to engage parents and community in the pre-planning year and the life of the school after opening.			
Strengths:			
Weaknesses:			
Questions:			
AFTER CAPACITY INTERVIEW			
Comments:			

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 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.			
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. And 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.			
Q5. The applicant has provided a reasonable and convincing enrollment projection that aligns with the school's proposed educational model and is likely to be carried out as demonstrated in the budget.			
Strengths:			
Weaknesses:			
Questions:			
AFTER CAPACITY INTERVIEW			
Comments:			

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 values will be reflected within the envisioned school culture.			
Q3. The applicant reasonably and comprehensively describes how school leaders, teachers, staff, and students will be involved in the creation and development of school culture and climate.			
Q4. There is a reasonable and thorough description of the plan for onboarding new students who enter school mid-year.			
Q5. A comprehensive plan that describes the systems and structures the school will use to identify students who are disengaged at school.			
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 and appropriate.			
Strengths:			
Weaknesses:			
Questions:			
AFTER CAPACITY INTERVIEW			
Comments:			



Section IV: EDUCATIONAL PROGRAM PLAN			
	Does Not Meet	Approaches	Meets
<b>OVERVIEW</b>			
Q1. The applicant provides a comprehensive and compelling description of the following that aligns with proposed educational model: <ul style="list-style-type: none"> <li>an overview of the basic learning environment (e.g., classroom-based, small group, whole class)</li> <li>class size and structure for all divisions (elementary, middle, high school) to be served</li> <li>and explanation of any differences among the divisions.</li> </ul>			
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.			
<b>CURRICULUM AND INSTRUCTION</b>			
Q3. The applicant comprehensively describes the educational program and instructional materials that the school has selected to use in support of student learning and are aligned to the proposed model: <ul style="list-style-type: none"> <li>a. The applicant is able to provide a strong rationale for choosing the instructional materials that are appropriate for the targeted students and their educational model.</li> <li>b. Instructional materials align with the Wisconsin State Student Academic Standards.</li> <li>c. The applicant provides a comprehensive summary of curricular/curriculum selection by subject and grade spans and provides an example for each division.</li> <li>d. The applicant provides an example of a student schedule for each division the school would serve; the schedule seems reasonable.</li> </ul>			
Q4. 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.			
Q5. 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.			
Q6. 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.			
<b>STANDARDS, ASSESSMENT, AND ACCOUNTABILITY</b>			

Q7. 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:			
<ul style="list-style-type: none"> <li>• How the goal promotes high expectations for all students</li> <li>• How the goal is appropriate for serving students with disabilities and linguistically diverse students (English Learners)</li> </ul>			
Q8. The applicant provides student performance goals in accountability measures such as attendance, school climate, or other appropriate aspects of the school's proposed program that are ambitious and achievable.			
Q9. All internal assessments the school will administer are clearly identified by type, subject area, and grade level.			
<ul style="list-style-type: none"> <li>• Comprehensive schedule provided detailing frequency of assessment administrations throughout the year</li> <li>• 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.</li> <li>• Detailed description of how assessment data analysis directly informs data-driven instruction.</li> </ul>			
<b>HIGH SCHOOL GRADUATION REQUIREMENTS (HIGH SCHOOLS ONLY)</b>			
Q10. The applicant describes high school graduation requirements, credit policies, GPA calculations, transcripts, and elective offerings.			
<ul style="list-style-type: none"> <li>• Total credit hours required for graduation are clearly specified and aligned to state minimum standards.</li> <li>• Comprehensive explanation of GPA calculation policies</li> <li>• Sample transcript template or details of what SIS will produce transcript.</li> <li>• List possible elective course offerings across all grade levels.</li> </ul>			
Q11. If graduation requirements for the proposed school exceed the state standards, the school offers a clear comprehensive explanation for the additional requirements.			
Q12. 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).			
Q13. Applicant provides a clear, well-substantiated plan for graduation and post-secondary planning for students receiving special education services.			
Q14. 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.			
<b>SUPPLEMENTAL PROGRAMMING</b>			

<p>Q15. If summer school or supplemental academic programming will be offered, the applicant:</p> <ul style="list-style-type: none"> <li>• describes the program(s),</li> <li>• explains the schedule and length of the program, including: the number of hours, days, and weeks.</li> <li>• a description of the anticipated participants, the number of students and the methods used to identify them.</li> <li>• describes the anticipated resource and staffing needs for these programs and how they will be funded.</li> <li>• addresses the processes for determining attendance when student interest/need exceeds capacity.</li> <li>• the applicant response strongly demonstrates applicant's strong understanding of, or ability to, conduct summer school or supplemental academic program.</li> </ul>			
<p>Q16. 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 an understanding of the required resources.</p>			
<p>Q17. 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>			
Strengths:			
Weaknesses:			
Questions:			
<b>AFTER CAPACITY INTERVIEW</b>			
Comments:			

Section V: SUPPORTS FOR DIVERSE LEARNERS			
	Does Not Meet	Approaches	Meets
Q1. The applicants identified the diverse learners the school is expected to serve with a comprehensive rationale for those assumptions and seem reasonable.			
Q2. The overall plan for serving diverse learners includes a clear continuum of the school's Multi-tiered Systems of Support. The applicant cohesively connects the plan with the educational program and takes into account any other components of the school design.			
<p>Q3. For students with Special Education needs, the applicant comprehensively explains how the school will implement all of the following in accordance with IDEA:</p> <ul style="list-style-type: none"> <li>• Identify students who are eligible for services and programs using appropriate screeners and assessments and methods to avoid misidentification.</li> <li>• Provide adequate numbers of qualified, in-field staff (including contracted services) to meet the needs of students.</li> <li>• Assess and monitor the progress of students including how they could be redesignated or exited from services.</li> <li>• Provide professional development for both specialized and general education teachers to ensure their ability to meet the needs of all diverse learners.</li> <li>• Request and review appropriate student records (including IEP's) from former schools/districts, to implement required services on the first day of school.</li> <li>• 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.</li> <li>• Inform and involve families in inclusive ways that are consistent with state and federal law.</li> <li>• Describe graduation and post-secondary planning for students receiving special education services (high schools only).</li> </ul>			
<p>Q4. 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"> <li>• Methods for identifying EL students (and avoiding misidentification).</li> <li>• Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program.</li> <li>• Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.</li> <li>• Means for providing qualified staffing for EL students.</li> </ul>			

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. <ul style="list-style-type: none"><li>• 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.</li><li>• Plan describes equitable access to remediation and acceleration ensured for all student groups.</li><li>• Seamless integration with school's overall MTSS/RTI or another chosen model.</li></ul>			
Strengths:			
Weaknesses:			
Questions:			
<b>AFTER CAPACITY INTERVIEW</b>			
Comments:			

Section IV: STUDENT DISCIPLINE POLICY AND PLAN			
	Does Not Meet	Approaches	Meets
Q1. The schools discipline approach demonstrates to be responsive to preserving a positive learning environment and is not rooted in excessive punitive actions.			
Q2. The applicant provides a detailed description of how students and parents/guardians will be informed of the school's discipline policy that seems reasonable in practice.			
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.			
Q4. The applicant provides a comprehensive plan on how the school will review and respond to instances of disproportionality in the administering of discipline. Applicant provides a well-developed plan for ongoing and consistent data collection, analysis, policy review, continuous improvement, and staff professional development. The applicant includes the review of disaggregated discipline data as practice.			
Q5. Applicant includes a comprehensive process for the review of discipline policies and procedures that includes participation of personnel, students, families, and the community.			
<p>Q6. The applicant includes as an attachment a comprehensive proposed discipline policy. The policy and procedures must comply with applicable state laws and explicitly addresses all the following:</p> <ul style="list-style-type: none"> <li>Clearly state the types of behaviors for which discipline, including suspension and expulsion, may be administered.</li> <li>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.</li> <li>Provide for early involvement of parents in efforts to support students in meeting behavioral expectations.</li> <li>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.</li> <li>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.</li> <li>Identify school personnel with the authority to administer classroom exclusions, suspensions, expulsions, emergency expulsions, and other forms of discipline.</li> <li>Establish appeal and review procedures related to the administration of suspensions, expulsions, and emergency expulsions.</li> </ul>			

<ul style="list-style-type: none"><li>• 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.</li><li>• Provide a process for students who have been suspended or expelled to petition for readmission</li><li>• Response demonstrates a solid understanding of the legal requirements regarding students receiving Special Education services.</li></ul>			
Strengths:			
Weaknesses:			
Questions:			
<b>AFTER CAPACITY INTERVIEW</b>			
Comments:			

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 and seem reasonable in practice.			
Q2. The design/planning team's capacity for implementing the school design successfully seems to be viable based on the qualifications and experience of team members.			
Q3. The applicant provides a detailed description of any 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. These partnerships seem to be aligned with the school model.			
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. Resume/CV included as <b>an attachment</b> .			
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. Criteria and specific recruitment strategies to be used in selecting this leader are clearly identified.			
Q6. The applicant provides a comprehensive list of leadership/management positions not yet filled that seems reasonable to the school model and provides a clear timeline, qualification criteria, and process for recruitment and hiring 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"> <li>• Clear evaluation system and cycle outlined for administrators, including:</li> <li>• Explains how the school board intends to handle unsatisfactory leadership performance and leadership changes and turnover.</li> </ul>			
Strengths:			
Weaknesses:			
Questions:			
<b>AFTER CAPACITY INTERVIEW</b>			
Comments:			



Section VIII: ORGANIZATIONAL PLAN & CAPACITY – SCHOOL MANAGEMENT			
	Does Not Meet	Approaches	Meets
<p>Q1. <b>As an Attachment</b>, the applicant provides an organizational chart for the first year of operation. 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>a. 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> <p>b. If the applicant foresees changes over the initial contract term, it includes those potential changes on the organizational chart.</p>			
<p>Q2. If the school intends to contract or partner with an entity for management or educational services, the applicant provides a clear narrative explaining:</p> <ul style="list-style-type: none"> <li>the roles of any management or partner organizations,</li> <li>how the school will set priorities and make key organizational decisions, and</li> <li>the evaluation procedures for management or partner organizations by the board</li> </ul>			
<p>Q3. If applicable, as an attachment, the applicant provides a draft of the school's management agreement or other comprehensive service agreement(s). These seem to positively support the school's educational model.</p>			
Strengths:			
Weaknesses:			
Questions:			
<b>AFTER CAPACITY INTERVIEW</b>			
Comments:			

<b>Section IX: GOVERNANCE, MANAGEMENT, AND ADMINISTRATION</b>			
	<b>Does Not Meet</b>	<b>Approaches</b>	<b>Meets</b>
Q1. The table provided is appropriately filled with current board members and provides resumes of any new board members added from Phase I. The board is composed of mixed experiences that are likely to contribute to the school's success.			
Q2. The description of how and when the existing governing board was formed and how members were identified is thorough. Applicant addresses with reason: <ul style="list-style-type: none"> <li>a. the size, current and desired composition of the governing board.</li> <li>b. the extent to which the board reflects the community and students the school intends to serve</li> <li>c. whether any board members intend to apply for employment at the new school.</li> </ul>			
Q3. The applicant clearly and comprehensively describes in detailed how the proposed governance structure will: <ul style="list-style-type: none"> <li>a. Explains the provisions detailing the corrective measures the charter school governing board will take if the charter school fails to meet performance standards.</li> <li>b. Explain how the founding and ongoing governing board will create and adopt board policies</li> <li>c. Embody principles of democratic management, including but not limited to parental involvement (118.40(1m)(b)6).</li> </ul>			
Q4. The applicant demonstrates an understanding of Open Meeting and Open Record Law and details of when the board will officially start meeting formally.			
Q5. The applicant addresses any discloses any existing relationships involving board members, including business partnerships, family connections, financial arrangements, or property leases, that may present actual or perceived conflicts of interest. If conditions exist, the applicant explains how this will be mitigated.			
Q6: The applicant provides a detailed and compelling plan for current and ongoing training of board members. Plan is comprehensive and the applicant provides an ambitious plan for ongoing board training, which includes: a timetable, specific topics to be addressed, and participation requirements.  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.			
Q7. 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.			

Q8. 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.			
Q9. Applicant includes <b>as an attachment</b> Board By-Laws and Articles of Incorporation			
Strengths:			
Weaknesses:			
Questions:			
<b>AFTER CAPACITY INTERVIEW</b>			
Comments:			

Section X: STAFFING PLANS, HIRING MANAGEMENT, AND EVALUATION			
	Does Not Meet	Approaches	Meets
Q1. The applicant clearly details who is currently working or who will work on a full-time or part-time basis during the planning year between authorization and opening of the school. And describes the fund sources that will be used to compensate these individuals. The plan seems reasonable for the creation of the school.			
Q2. 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. The plan seems reasonable in practice.			
Q3. 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.			
Q4. The applicant provides a specific salary range for each position and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. This seems to be sustainable (as reflected in budget).			
Q5. Applicant provides a comprehensive and detailed plan on how teachers will be supported, developed, and evaluated each school year and outlines who will be responsible for teacher evaluations.			
Q6. 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.			
Q7. Applicant provides a comprehensive and detailed plan on how the school intends to handle unsatisfactory teacher performance and teacher changes and turnover.			
Q8. 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.			
Strengths:			
Weaknesses:			
Questions:			

<b>AFTER CAPACITY INTERVIEW</b>			
Comments:			

<b>Section XII: FACILITIES</b>			
	<b>Does Not Meet</b>	<b>Approaches</b>	<b>Meets</b>
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 proposed educational model.			
Q2. Describe the basic requirements for the school's facility, including learning spaces and other characteristics that are designed to meet the unique needs of the school and students to be served by the school (including, but not limited to playgrounds, large common spaces, number of classrooms, square footage per classroom, common areas, and overall square footage). These are aligned with the schools' proposed educational model.			
Q3. 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.			
Q4. The plan for identifying and securing a facility is reasonable. Response demonstrates the applicant's strong understanding of the real estate market and tasks to be completed. And clearly understands the facility must comply with applicable state and local health and safety requirements. <ul style="list-style-type: none"> <li>a. The application provides potential facilities in the proposed location of the school.</li> <li>b. The applicants clearly state any potential conflicts of interest that exists between board/school leadership and facility arrangements and how it will be mitigated.</li> <li>c. If the applicant has a facility or has an MOU or other proof of intent to secure a specific facility, this is stated and provides as <b>an Attachment</b> proof of the commitment</li> </ul>			
Strengths:			
Weaknesses:			
Questions:			

<b>AFTER CAPACITY INTERVIEW</b>			
Comments:			

<b>Section XIII: TRANSPORTATION, SAFETY, AND FOOD SERVICE</b>			
	<b>Does Not Meet</b>	<b>Approaches</b>	<b>Meets</b>
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 provides a clear, specific, comprehensive plan for the health and safety of students, the facility, and property.			
Q3. The applicant describes the types of security personnel, security technology, security equipment, and security policies that the school will employ (this is reflected in their budget).			
Q4. The applicant's plan for food services is comprehensive and seems to be in compliance with state, local, and federal standards.			
Strengths:			
Weaknesses:			
Questions:			
<b>AFTER CAPACITY INTERVIEW</b>			
Comments:			

Section XIV: FINANCIAL PLAN AND CAPACITY			
	Does Not Meet	Approaches	Meets
Q1. The applicant clearly identifies the individuals who will be involved in developing the school's financial plan during pre-planning year and during operational years. Provides evidence that their level of expertise is appropriate.			
Q2. The applicant appropriately and reasonably demonstrates how capital between pre-planning year and opening will be obtained. If funds are going to be borrowed, the applicant comprehensively identifies potential lenders, and the amount of the loan required.			
Q3. Applicant provided a revenue and expenditure budget for the first five years of operation and planning year, <b>as an attachment</b> . 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.			
Q4. The plan for raising funds needed beyond the per-pupil allocation is comprehensive and reasonable.			
Strengths:			
Weaknesses:			
Questions:			
<b>AFTER CAPACITY INTERVIEW</b>			
Comments:			

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.			
Strengths:			
Weaknesses:			
Questions:			
AFTER CAPACITY INTERVIEW			
Comments:			