



PHASE II:
NEW CHARTER SCHOOL
APPLICATION RUBRIC

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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, demand and engagement, the design and focus of the program's ability to close opportunity and achievement gaps, meeting the priorities and core values 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 capacity interview, 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 | |
|---|--|
| Section I: Student Recruitment & Enrollment | |
| Section II: Community & Family Engagement | |
| Section III: Educational Program | |
| Section IV: Support for Diverse Learners | |
| Section V: Student Discipline Policy & Plan | |
| Section VI: Transpiration & Food Service | |
| Section VII: Staffing Plans, Hiring, & Evaluation | |
| Section VIII: Organizational Plan – School Management | |
| Section XI: Governance | |
| Section X: Facilities | |
| Section XI: Financial Plan | |
| Section XII: ONLY for Existing Operators or CMO'S Planned Growth | |

| Final Recommendation AFTER Capacity Interview | Approval | Conditional Approval Additional Information Required | Denial |
|---|----------|--|--------|
| | | | |

Approval

- 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).
- Key questions were answered during capacity interview related to application gaps.

Conditional Approval (resubmit with modifications for further consideration)

- 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.

Denial

- 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).
- Key questions were not answered to the satisfaction of the Application Review Committee.

| EXECUTIVE SUMMARY | | | |
|---|----------------------|-------------------|--------------|
| | Does Not Meet | Approaches | Meets |
| <p>The Executive Summary provides a clear and comprehensive overview of the proposed school and application. It effectively answers the foundational question: "Why this school, for this community, by this founding team?"</p> <ul style="list-style-type: none"> • Mission/Vision: Provides adequate explanation of how the vision and mission were developed (e.g., community input, founding team collaboration, research). If applicable, explains any changes from the prospectus with specific, reasonable justification • Indicators of Success: Articulates a clear vision of what will be different/better for students, families, and the community if the school succeeds • Founding Team: Demonstrates that the collective team possesses the necessary knowledge, skills, abilities, and behaviors to launch and operate the school and clearly explains each member's connection to the school's mission | | | |
| Strengths: | | | |
| Weaknesses: | | | |
| Questions: | | | |
| AFTER CAPACITY INTERVIEW | | | |
| Comments: | | | |

| Section I: STUDENT RECRUITMENT AND ENROLLMENT PLAN | | | |
|---|----------------------|-------------------|--------------|
| | Does Not Meet | Approaches | Meets |
| Q1. Enrollment projections of school are supported by evidence of actual or potential demand and are reasonable. | | | |
| Q2. The response provides a clear, data-informed comparison of the proposed school's anticipated student demographics to those of the local school district(s). <ul style="list-style-type: none"> • Response demonstrates knowledge of the local context and community • Projected demographics are based on logical assumptions (e.g., neighborhood demographics, target community characteristics, recruitment strategies) • Identifies the relevant local school district(s) from which the school will draw students If the school foresees substantial demographic differences: <ul style="list-style-type: none"> • Clearly identifies which demographic categories are expected to differ substantially • Provides specific, reasonable explanations for anticipated differences (e.g., mission focus on EL students, location in specific neighborhood, specialized program for SWD) • Addresses potential concerns about serving a more or less diverse population than the district • Does NOT suggest intentional exclusion of any demographic group | | | |
| Q3. 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 and seem reasonable and attainable. | | | |
| Strengths: | | | |
| Weaknesses: | | | |
| Questions: | | | |
| AFTER CAPACITY INTERVIEW | | | |
| Comments: | | | |

| Section II: COMMUNITY AND FAMILY ENGAGEMENT | | | |
|--|----------------------|-------------------|--------------|
| | Does Not Meet | Approaches | Meets |
| <p>Q1. The response provides a comprehensive overview of meaningful community engagement efforts and demonstrates that key stakeholders have genuinely participated in developing the proposed school.</p> <ul style="list-style-type: none"> • Describes and provides evidence of specific community engagement activities conducted to date (e.g., community meetings, focus groups, surveys, listening sessions, interviews) • Identifies the range of stakeholders engaged (e.g., community members, prospective parents and families, students (if age-appropriate), community organizations) • Provides timeline showing engagement occurred throughout planning process, not just at one point • Provides concrete, specific examples of how community input shaped the school program model • If opposition exists, shows understanding of opposition perspective and efforts to mitigate | | | |
| <p>Q2. The response provides concrete, credible evidence that sufficient demand exists to both launch and sustain the proposed school.</p> <ul style="list-style-type: none"> • Clearly articulates why demand exists for this specific program in this specific location and provides relevant metrics to support demand claims • Provides compelling evidence that prospective, eligible students/families are interested in THIS school • Clearly explains how the evidence supports meeting proposed Year 1 enrollment • Response distinguishes clearly between "need" and "demand" | | | |
| <p>Q3. The response provides adequate description of community partnerships the school has developed and hopes to cultivate that are likely to materialize and align with the school's mission/vision.</p> | | | |
| <p>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.</p> | | | |
| <p>Q5. 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: | | | |
| AFTER CAPACITY INTERVIEW | | | |
| Comments: | | | |

| Section III: EDUCATIONAL PROGRAM | | | |
|---|----------------------|-------------------|--------------|
| | Does Not Meet | Approaches | Meets |
| <p>Q1. The response provides a clear, comprehensive description of the basic learning environment for all grade spans the school will serve, including specific information about class size and instructional structure. Description is specific enough to visualize what learning will look like day-to-day.</p> <ul style="list-style-type: none"> • Provides an overview of the basic learning environment (e.g., classroom-based, small group, whole class, independent study, experiential/project-based learning) • Provides class size and structure for all divisions (elementary, middle, high school) to be served; class sizes and structures are feasible given enrollment and staffing • Explains grade-level organization (self-contained, departmentalized, multi-age, etc.) • Explicitly identifies any differences in learning environment, class size, or structure across elementary, middle, and/or high school • Learning environment description aligns with and supports the school's educational philosophy/model | | | |
| <p>Q2. The response provides a clear description of the school's key design elements with adequate justification, demonstrates that the founding team has researched the proposed model, and explains how design choices align with the mission.</p> <ul style="list-style-type: none"> • Identifies and describes the core design elements that define the school • Makes explicit connections between design choices and mission goals • Cites specific research, evidence, or theory supporting the design choices • Identifies specific schools or programs the founding team researched or visited, or plans on visiting • Shows the school will be informed by best practices while suited to its unique community | | | |
| <p>Q3. The response provides a clear, complete overview of the proposed school calendar and daily schedule with all required components. The calendar/schedule design is clearly connected to the school's vision and educational model, and any non-traditional structures are adequately justified.</p> | | | |
| CURRICULUM AND INSTRUCTION | | | |
| <p>Q4. The response provides a comprehensive description of the educational program and clearly identifies selected instructional materials (curriculum/curricula) for all subjects and grade levels. All required components are addressed with adequate detail, and materials are appropriately justified and aligned with standards. Response builds confidence in academic program quality.</p> <ul style="list-style-type: none"> • Program description is detailed enough to understand what students will learn and how • Describes the instructional approach/pedagogy for core subjects (ELA, Math, Science, Social Studies) • Clearly explains WHY these specific materials were chosen | | | |

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| <ul style="list-style-type: none"> Clearly states how materials align with Wisconsin State Student Academic Standards for each subject area If using non-traditional approach, explains how standards will still be met Provides concrete examples of scope and sequence for each subject in each division served Scope/sequence and schedules provide concrete picture of student experience Evidence of thoughtful curriculum selection and planning | | | |
| <p>Q5. The response provides a clear description of the primary instructional methodology (pedagogical practices) the school will use, adequately justifies these practices with research support, demonstrates appropriateness for the target student population, and outlines a sufficient plan for teacher training and ongoing support</p> <ul style="list-style-type: none"> Clearly identifies and describes the primary pedagogical approach(es) the school will use (e.g. Montessori, Direct/explicit instruction, Socratic seminar, Experiential Learning, Differentiated instruction, PBL, etc.) Methodology is consistent with the school's educational model and curriculum Clearly explains WHY these instructional practices are well-suited for the anticipated student population Training plan is sufficient to prepare teachers for the instructional approach. Response builds confidence teachers will be equipped to implement methodology successfully. | | | |
| <p>Q6. 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 response provides a clear description of how the educational program ensures all students receive a well-rounded education that includes arts, physical education, 21st century skills, social-emotional development, and health/wellness, in addition to core academic subjects.</p> <ul style="list-style-type: none"> Response demonstrates commitment to whole-child education Plan is realistic and implementable given schedule and resources Specific programs, curricula, or approaches identified (not vague) | | | |
| STANDARDS, ASSESSMENT, AND ACCOUNTABILITY | | | |
| <p>Q8. The response 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) | | | |
| <p>Q9. The response provides clear, measurable student performance goals for non-academic accountability measures that are mission-aligned and appropriate for assessing the school's effectiveness beyond traditional academic metrics.</p> <ul style="list-style-type: none"> Identifies multiple goal areas beyond academic achievement, such as: Attendance/Chronic absenteeism; School climate (safety, belonging, engagement); Student behavior/discipline; Social-emotional learning competencies; | | | |

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| <p>College/career readiness indicators (HS); Student growth mindset or self-efficacy; Civic engagement or leadership; Arts/creativity development; Physical health/wellness; Mission-specific outcomes unique to school's program; Whole child development indicators, etc.</p> <ul style="list-style-type: none"> • Goals demonstrate the school's values and priorities • Response shows thoughtful planning for accountability beyond test scores | | | |
| <p>Q10. 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. | | | |
| <p>Q11. The response provides a clear, comprehensive plan for communicating school performance and mission achievement to internal and external stakeholders and the public, ensuring transparency and accountability.</p> <ul style="list-style-type: none"> • Comprehensive plan covering multiple stakeholders, methods, and frequencies • Demonstrates commitment to transparency and accessibility | | | |
| SUPPLEMENTAL PROGRAMMING | | | |
| <p>Q12. If summer school or supplemental academic programming will be offered, the applicant: describes the program(s),</p> <ul style="list-style-type: none"> • 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>Q13. 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> | | | |
| HIGH SCHOOL GRADUATION REQUIREMENTS (HIGH SCHOOLS ONLY) | | | |
| <p>Q14. 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. | | | |

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| <ul style="list-style-type: none"> List possible elective course offerings across all grade levels. | | | |
| Q15. If graduation requirements for the proposed school exceed the state standards, the school offers a clear comprehensive explanation for the additional requirements. | | | |
| Q16. 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). | | | |
| Q17. Applicant provides a clear, well-substantiated plan for graduation and post-secondary planning for students receiving special education services. | | | |
| Q18. 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. | | | |
| Strengths: | | | |
| Weaknesses: | | | |
| Questions: | | | |
| AFTER CAPACITY INTERVIEW | | | |
| Comments: | | | |

| Section IV: SUPPORTS FOR DIVERSE LEARNERS | | | |
|--|----------------------|-------------------|--------------|
| | Does Not Meet | Approaches | Meets |
| <p>Q1. 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"> • 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. • Describe graduation and post-secondary planning for students receiving special education services (high schools only). | | | |
| <p>Q2. 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. • Means for providing qualified staffing for EL students. | | | |
| <p>Q3. The response provides a clear, comprehensive overview of how the school will implement an MTSS framework to support all learners academically and behaviorally. The plan demonstrates understanding of MTSS components and includes sufficient detail to understand implementation.</p> | | | |
| Strengths: | | | |
| Weaknesses: | | | |
| Questions: | | | |

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|---------------------------------|--|--|--|
| AFTER CAPACITY INTERVIEW | | | |
| Comments: | | | |

| Section V: 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 response 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 response 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. | | | |
| <p>Q4. The applicant includes as an attachment a comprehensive proposed discipline policy. The policy and procedures must comply with applicable state laws and 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. • 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. | | | |

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| <ul style="list-style-type: none"> • 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 • Response demonstrates a solid understanding of the legal requirements regarding students receiving Special Education services. | | | |
| Strengths: | | | |
| Weaknesses: | | | |
| Questions: | | | |
| AFTER CAPACITY INTERVIEW | | | |
| Comments: | | | |

| Section VI: TRANSPORTATION AND FOOD SERVICES | | | |
|--|----------------------|-------------------|--------------|
| | Does Not Meet | Approaches | Meets |
| Q1. The response 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's plan for food services is comprehensive and seems to be in compliance with state, local, and federal standards. If the applicant does not plan to provide a school lunch program, it provides its rationale. | | | |
| Strengths: | | | |
| Weaknesses: | | | |
| Questions: | | | |
| AFTER CAPACITY INTERVIEW | | | |

Comments:

Section VII: STAFFING PLANS, HIRING, AND EVALUATION

| | Does Not Meet | Approaches | Meets |
|---|----------------------|-------------------|--------------|
| Q1. The response provides a clear, comprehensive strategy for recruiting, retaining, and hiring licensed, mission-aligned teaching staff. The plan addresses all required staff types, demonstrates understanding of licensure requirements, includes a realistic timeline, and ensures compliance with background check requirements. | | | |
| Q2. The response provides a clear, comprehensive plan for supporting newly certified teachers, teachers with conditional/emergency certifications, or those with less than three years of experience. The plan demonstrates understanding that these teachers may need differentiated support and includes specific, adequate supports. Such as coaching and observation, onboarding, mentoring programs, professional development opportunities, support for licensure completion; supports identified are specific rather than vague ("weekly mentor meetings" vs. "mentor support"). | | | |
| Q3. The response 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). | | | |
| Q4. 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. | | | |

Strengths:

Weaknesses:

Questions:

AFTER CAPACITY INTERVIEW

Comments:

| Section VIII: ORGANIZATIONAL PLAN – SCHOOL MANAGEMENT | | | |
|--|----------------------|-------------------|--------------|
| | Does Not Meet | Approaches | Meets |
| <p>Q1. As an Attachment, the response 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"> the roles of any management or partner organizations, how the school will set priorities and make key organizational decisions, and the evaluation procedures for management or partner organizations by the board | | | |
| <p>Q3. If applicable, as an attachment, the applicant provides a draft of the school's management agreement or other comprehensive service agreement(s). Service agreements seem to positively support the school's educational model and are reflected in budget.</p> | | | |
| Strengths: | | | |
| Weaknesses: | | | |
| Questions: | | | |
| AFTER CAPACITY INTERVIEW | | | |
| Comments: | | | |

| Section IX: GOVERNANCE | | | |
|--|----------------------|-------------------|--------------|
| | Does Not Meet | Approaches | Meets |
| Q1. The table is appropriately filled with current board members and provides resumes of any new board members added from Phase I. | | | |
| Q2. The response provides a clear explanation of the founding team's relevant skills, knowledge, capacity, and abilities to successfully develop, launch, and operate the proposed school. The team demonstrates adequate collective capacity across key areas, and any board member's employment intentions are clearly disclosed. If team lacks certain expertise (e.g., Operations & Facilities:), plan shows how this will be addressed. <ul style="list-style-type: none"> • Distinction between board members and founding team members (if different) • Founding team collectively possesses skills/knowledge needed for school development, launch, and operations • Response builds confidence that team can successfully launch and operate the school | | | |
| Q3. The response provides a clear, comprehensive explanation of the governance structure and demonstrates how the board will effectively govern the school, embody democratic principles, ensure stakeholder representation, monitor performance, and fulfill governance responsibilities. Overall Quality: <ul style="list-style-type: none"> • Governance structure clearly described and consistent with Phase I • Democratic management principles embedded throughout (parent/community representation and input) • Board composition ensures diverse stakeholder representation and needed expertise • Provides comprehensive evaluation system (school, leader, board self-evaluation) • Data monitoring with clear frequencies specified • Clear corrective action protocols for academic, financial, and operational underperformance • Provides a clear process for board policy development and adoption. Identifies understanding of initial policies needed before school opens and identifies cadence in which board will continue to review board policies throughout the life of the school. • Response demonstrates understanding of effective nonprofit board governance • Demonstrates commitment to transparency, accountability, stakeholder engagement | | | |
| Q4. The applicant demonstrates an understanding of Open Meeting and Open Record Law and details of when the board will officially start meeting formally. | | | |

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| <p>Q5. The response addresses and 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.</p> | | | |
| <p>Q6: The response provides a detailed and compelling plan for current and ongoing training of board members; referencing external resources or organizations that may be used.</p> <ul style="list-style-type: none"> • New board member training & Initial Onboarding: identifies specific content areas such as governance roles and responsibilities, the school's mission and bylaws, finance and budget oversight, charter compliance, conflict of interest policies, and special education law that new boards members will seek professional development in. • Continuous Professional Development: response describes ongoing training for the full board at a defined frequency (e.g., at least annually or tied to regular board meetings); and names specific topics that will be addressed over time, such as fiduciary duties, academic accountability, board policy, data literacy, open meetings/public records law, and evolving charter law, etc. | | | |
| <p>Q7. The response provides a clear 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. A flowchart may be provided.</p> | | | |
| <p>Q8. Applicant includes as an attachment Board By-Laws and Articles of Incorporation</p> | | | |
| <p>Strengths:</p> | | | |
| <p>Weaknesses:</p> | | | |
| <p>Questions:</p> | | | |
| <p>AFTER CAPACITY INTERVIEW</p> | | | |
| <p>Comments:</p> | | | |

| Section X: FACILITIES | | | |
|--|----------------------|-------------------|--------------|
| | Does Not Meet | Approaches | Meets |
| Q1. The response describes 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). Clearly links how the facility will allow the school to fulfill its proposed educational model. | | | |
| Q2. The response is comprehensive 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. | | | |
| Q3. The plan (timeline) 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"> a. The response provides potential facilities in the proposed location of the school. b. The response states any potential conflicts of interest that may exist between board/school leadership and facility arrangements and how it will be mitigated. 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 an Attachment proof of the commitment | | | |
| Strengths: | | | |
| Weaknesses: | | | |
| Questions: | | | |
| AFTER CAPACITY INTERVIEW | | | |
| Comments: | | | |

| Section XI: FINANCIAL PLAN | | | |
|--|----------------------|-------------------|--------------|
| | Does Not Meet | Approaches | Meets |
| Q1. The applicant 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 to manage the school's finances. | | | |
| 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 provides a revenue and expenditure budget for the first five years of operation and planning year, as an attachment . Budget demonstrates alignment to the schools' proposed program model. Budget seems reasonable and demonstrates a strong understanding of charter school finance, demonstrating strong fiscal viability. | | | |
| Strengths: | | | |
| Weaknesses: | | | |
| Questions: | | | |
| AFTER CAPACITY INTERVIEW | | | |
| Comments: | | | |

| Section XIII: 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: | | | |