

Appendix D

Charter School Team Original Proposal Application Reviewer's Guide

An overall score of "Fails to Meet Expectations," as agreed upon by the members of the Charter School Team, in any section will result in a recommendation of nonapproval. Proposed Charter Schools that receive a score of "Fails to Meet Expectations" will be granted an opportunity to revise the application before the official Board of Education vote. Please note that in order to receive an "Exceeds Expectations" everything in the "Meets Expectations" column must be met in addition to the items in the "Exceeds Expectations" column.

I. School Information	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
School's Vision and Mission	School's mission is vague and not clearly articulated. School's mission doesn't align with the District's vision and goals.	School's mission is clearly articulated and measurable. School's mission aligns with the District's vision and goals.	School's mission clearly articulates an innovation vision that includes all students and articulates a focus on accelerating outcomes for student groups that are under-performing.	
School's Core Beliefs, Values and Instructional Theory	Does not articulate an instructional theory or the causal effect on student outcomes. Does not provide a research base.	Instructional theory is supported by research and is intended to accelerate outcomes for student groups that are under-performing.	Instructional theory is innovative and clearly designed to close opportunity and achievement gaps.	

II. Governance Council and Leadership Structure	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Governance Council	Governance Council fails to meet parameters related to council membership. Governance Council's role, authority and communication structure is not clearly articulated.	Council is inclusive of multiple stakeholders including staff, families and community members. Governance Council's role and authority are well-articulated, as well as their meeting structure and systems for communication and information exchange.	Council membership includes staff, families and community members and demonstrates an intentionality to meeting school needs through incorporation of various subject-matter experts.	
Leadership Structure	No clear school-based leadership structure, no opportunities for staff and families to provide input or participate in school leadership decisions.	Clear articulation or role and purpose of the School Based Leadership Team, with well-defined and clearly articulated processes for obtaining and considering stakeholder input.	Clear articulation or role and purpose of the School Based Leadership Team, including a clear role for families to participate in the decision making of the school either within the School Leadership Team or through a Committee related to the School Leadership Team.	

III. Student Body/Demographics	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Student Body/Demographics	Student enrollment projects and recruitment strategy is missing or ill-defined or fails to include clear family outreach and/or communication with historically underrepresented student populations. Student demographics demonstrate a significant under-representation of struggling students or otherwise demonstrate discriminatory admission practices.	Explanation of student demographics is clear and represents a dedication to serving underrepresented student populations. Recruitment strategy and enrollment projections include a specific communication to ensure diversity of the school population. Attendance area is clearly defined. Lottery process articulates clear minimum and maximum enrollments as well as a clear plan for addressing student attrition and backfilling student enrollment due to attrition. Articulates a plan for the lottery process as well as for backfill, student vacancies.	Recruitment strategy evidences multiple methods of communication and outreach and is clearly articulated within the budget.	

IV. School Data	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Student Academic Achievement Goals	<p>Goals are not stated in manner that allows for review and/or consideration of subgroups (race/ethnicity, gender, special education status, ELL status, and advanced learner status).</p> <p>Continuous improvement process unclear or not addressed.</p>	<p>Goals are prepared and disaggregated by student subgroups. Goals are adequately reaching without being far-fetched. Plans and routines to use data are clear and well-structured and include a root cause analysis for all data sets.</p>	<p>School demonstrates well thought through and articulated goals that provide acceleration (exceeds growth expectations) for a majority of student subgroups.</p> <p>Clear articulation of the school's data review cycles and process for school improvement.</p>	
Student Access to Opportunities Goals	<p>No clear goals set for access to world language, arts AND extracurriculars. (World language not required for schools only serving students in 4k - 5). No consideration in goals on plans for various subgroups.</p>	<p>Goals requested for world language, fine arts and extracurricular opportunities is provided. Recognition that all students have the opportunity to access world language (World language not required for schools only serving students in 4k -5) and arts instruction. Extracurricular activities goals are provided and reflect student and family demand.</p>	<p>Art and world language opportunities would be regularly provided to all students. Partnerships are in consideration to expand extracurricular offerings. Extracurricular offerings align with the school's mission and goals.</p>	
Other Goals	<p>Additional goals provided are below district averages by subgroup.</p>	<p>Additional goals exceed district average by subgroup.</p>	<p>Additional goals far exceed district average by subgroup.</p>	<p>NA is an available response.</p>

V. School Improvement Planning	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
School Improvement Planning Processes	School does not have an improvement process. School does not have an annual accountability plan; school has not created a professional development plan for staff.	School has created an annual accountability plans that include student performance goals that are measurable, realistic and clearly articulate professional development plans. School has a documented school improvement plan template.	School demonstrates an annual planning process that is innovative and impactful and reflects a strong focus on specific goals and strategies intended to improve student achievement for target populations.	
VI. Family Engagement	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Family Engagement	Does not include a clearly articulated family engagement strategy or a plan for communicating student progress to families.	Family engagement strategies allow for authentic engagement and provide for two-way communication and, where appropriate, allow decisional opportunities for families.	Family engagement strategies recognize, account for and remove barriers for family engagement including language needs, transportation barriers and child care.	

VII. Curriculum, Instruction and Assessment	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
A. Curriculum				
Curriculum	Curriculum selected by school does not adequately incorporate a support for all students inclusive of intervention and extension; the curriculum displays a lack of cultural responsiveness. Materials selected are outdated or contain inaccurate information.	Curricular materials selected by the school are aligned to standards, support a multi-tiered system of support and are culturally and linguistically responsive. Materials were selected after a thorough vetting process and are reflective of the school's instructional theory. Structures are in place for short-term and long-term curricular planning and implementation.	Curriculum is personalized and clearly aligned with the school instructional design. Curricular material is available for families and after school providers to maximize instructional integration.	
B. Instructional Design	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Instructional Design	Research base not provided or not explained, staffing model not in alignment, model of instruction not clearly explained, master schedule not provided, and/or does not prioritize instructional time and reflect an imbalance of academic instruction and unstructured non-academic time.	Model of instruction is clearly defined and tied to supporting research. Class size guidelines and criteria are in place with adequate amount of staffing to support the design. Student schedules are designed to ensure fidelity of instruction within each content area. Academic instructional time is maximized.	Instructional Design is innovative and is supported by all elements of the school including the staffing plan, student scheduling, adult scheduling, and curriculum.	

C. Assessment Plan	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Assessment Plan	<p>Assessment plan is unclear or absent. If plan is provided, it fails to articulate the purpose of each assessment. The assessment plan does not include all components of a comprehensive assessment system (screening, diagnostic, formative, summative). Failure to articulate a clear data review cycle for use of the assessment data.</p>	<p>Includes a comprehensive assessment plan that includes all components of a comprehensive assessment system, an assessment calendar and a well-defined data review cycle. Assessment plan includes all required assessments. All assessments serve a clear purpose. Assessment plan includes a family communication plan.</p>	<p>School has a progress monitoring system in place to house, analyze, and act on data. Parents are informed of assessment schedule and are provided structured opportunities to review and understand the results of the assessments.</p>	

VIII. Student Behavior Management	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Student Behavior Management System	Beliefs and values regarding student behavior are unclear and widely varied. Behavior system does not include necessary components including clearly articulated adult roles and responsibilities, social-emotional supports and interventions, or a crisis response system. System focuses on exclusionary practices, not in line with the Behavior Education Plan.	Beliefs and values regarding student behavior are clearly articulated and are in line with the Behavior Education Plan. A functioning behavior response system is in place and includes clearly articulated adult roles and responsibilities, social-emotional supports and interventions and a crisis response system. Clear data systems are in place and data, including student and teacher level information, is reviewed on a regular and ongoing basis. System emphasizes inclusive practices. There is a clear reporting system for restraint and seclusion in alignment with statutory requirements.	School clearly demonstrates successful innovative behavior strategies that can be considered for district wide learning.	

IX. Key Partnerships	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Key Partnerships	Does not appear to value or understand the value of community partnerships.	The school has one or two strong partnership visions that are clearly aligned to the school's mission, goals, and/or academic strategies.	The school is strategic in the proactive identification of partners that clearly align to the school's mission, goals, and academic strategies. Each partner's value is clearly articulated and each partner understands their role in the school community.	

X. Human Resources	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Staff Recruitment and Retention Plan	No recruitment or retention plan. If plans do exist, they are high level and not actionable.	Recruitment plan addresses the need for staff diversity and quality. Job descriptions identify core competencies aligned specifically to the school's mission, vision and/or instructional theory. Retention plan uses climate data to implement all improvements. Staffing plan identifies all necessary positions and aligns to available resources.	Recruitment plan addresses needs of the school based on student demographics, special education, advanced learner and language learner needs and includes different strategies to recruit a diverse staff including gender, certification, experience, skill, expertise and competencies. Plan includes positional prioritization and sourcing venues. Retention plan uses staff demographic data, engagement data, exit surveys, etc. to improve overall staff retention.	
Staff Evaluation Plan	No evaluation plan. Where plan does exist, it is not aligned to job descriptions or competencies. Evaluation is not conducted on an annual basis.	Evaluation plan aligns to job descriptions and competencies and incorporates a vision for great teaching. Includes varying ways to collect data and allows for trained evaluators to provide meaningful feedback. Includes a clearly articulated improvement cycle and accountability mechanisms. Meets state reporting requirements.	Evaluation plan takes into account equity and diversity of the school.	

XI. Transportation	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Transportation Plan	Does not include a transportation plan. School does not adequately or accurately communicate transportation option/opportunities to students and families.	Transportation plan meets minimum District requirements including resident and distance considerations and articulates a clear communication plan for students and families.	Plan takes all students in account and provides transportation above and beyond District standards, including to all before and after school extracurricular activities, thus addressing a key barrier to access.	

XII. Waivers	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Use of Statutory Waivers	Waivers being sought do not align to the mission, vision or instructional theory, no clear explanation of why waiver is being sought or anticipated outcomes. Waivers are necessary in order to forward the mission, vision or instructional design but are not part of the current contract.	Waivers are used in a thoughtful way to implement the school's mission, vision and instructional theory. Able to clearly articulate the need for all waivers and expressly connect them to the work of the school.	Waivers are used to create highly innovative, flexible and nimble instructional environments in order to provide programming that accelerates student outcomes.	N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a waiver would be needed in order to fulfill the mission and goals of the school, and future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."
Use of Waivers of Board Policy	Waivers being sought do not align to the mission, vision or instructional theory, no clear explanation of why waiver is being sought or anticipated outcomes. Waivers are necessary in order to forward the mission, vision or instructional design but are not part of the current contract.	Waivers are used in a thoughtful way to implement the school's mission, vision and instructional theory. Able to clearly articulate the need for all waivers and expressly connect them to the work of the school. If the school has requested a waiver for key instructional policies or Board-approved plans, including the Special Education Plan, English Language Learner Plan and/or the Advanced Learner Plan, has articulated how required services and programming will be provided.	Waivers are used to create highly innovative, flexible and nimble instructional environments in order to provide programming that accelerates student outcomes.	N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a waiver would be needed in order to fulfill the mission and goals of the school, and future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."

Use of Waivers of Collective Bargaining Agreements/Employee Handbook	Waivers being sought do not align to the mission, vision or instructional theory, no clear explanation of why waiver is being sought or anticipated outcomes. Waivers are necessary in order to forward the mission, vision or instructional design but are not part of the current contract.	Waivers are used in a thoughtful way to implement the school's mission, vision and instructional theory. Able to clearly articulate the need for all waivers and expressly connect them to the work of the school.	Waivers are used to create highly innovative, flexible and nimble instructional environments in order to provide programming that accelerates student outcomes.	N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a waiver would be needed in order to fulfill the mission and goals of the school, and future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."
Method of Communicating Waivers to Stakeholders	No communication plan provided to inform stakeholder groups of the waivers and/or their intended purpose.	School provides multiple methods to communicate the use and purpose of waivers to all stakeholder groups and regularly seeks input regarding the impacts of the waivers.	School provides an ongoing review process to analyze the impact of each waiver and engages in contract negotiations, as appropriate, to refine/enhance the use of waivers.	
XIII. Financial Operations	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Financial Operations	Budget is not provided or displayed in the District's template. School budget relies on District funding more than per pupil allowances and/or over relies on unstable external funding.	School budget is displayed on District's template and adequately balances based on the District's per pupil and any reasonable expectation of external funding. School's budget priorities clearly align to the school's mission and goals.	School's budget strategically utilizes the District allowance and stable fundraising strategies.	

XIV. Facility/Safety Planning	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Facility Plan	<p>Facility identified doesn't hold enough students to balance the budget.</p> <p>Facility identified is not safe or too cost burdensome to balance the budget.</p>	<p>Facility identified is stable, facility cost is appropriate and within the means of the school's annual budget.</p> <p>Facility comfortably fits the students, staff and programs that are required per the contract.</p>	<p>Facility space is innovative and aligns to the school's goals, mission and vision.</p>	
Process for Ensuring the Health and Safety of All Students	<p>Does not demonstrate the school's responsibility for the health and safety of all students.</p>	<p>School adequately demonstrates, with clear guidelines, the ownership and process for ensuring the health and safety of all students.</p>	<p>Clearly articulated and supported processes and procedures for the safety of all students.</p>	

XV. Legal Requirements	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Process for Ensuring Legal Compliance with Legal Requirements Affecting Charter Schools	Does not demonstrate an understanding of the legal requirements of charter school.	Demonstrates understanding of requirements affecting charter schools including requirements related to voluntary attendance, non-sectarian education and the sections of Wisconsin Statutes section 115 through 121 that expressly apply to charter schools, including the implementation of federal special education laws and provision of services to English Language Learners.	Not only demonstrates an understanding of the charter school requirements for legal compliance, the school also aims to use these requirements to meet their mission and goals, and to innovate on behalf of the school district to accelerate student learning.	
Process for ensuring equitable access to all students regardless of race/ethnicity, gender and/or disability	Response does not provide any specific information regarding the school's process for ensuring access to an equal education for all students regardless of race/ethnicity, gender and/or disability.	Response provides specific information regarding the school's process for ensuring access to an equal education for all students regardless of race/ethnicity, gender and/or disability.	Additionally, response provides examples and detailed explanation of how the school ensures access to all students regardless of race/ethnicity, gender and/or disability.	