

Charter School Team 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 nonrenewal. Charter Schools that receive a score of "Fails to Meet Expectations," except in the Student Data section, will be granted an opportunity to revise the draft renewal application if the application is submitted for review prior to the deadline. 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 for assessment of future plans, if there are not substantive changes for the future contracts term)
School's Vision, Mission and Goals	Mission is vague, not clearly articulated.	Mission is clear, compelling and measurable. It aligns with the District's mission. Presents compelling rationale for need to exist as charter school.	Clearly articulates an innovative 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.	
Vision for the Future	Changes for the future fail to address obvious needs within the school and do not appear to have support in research or best practices.	Changes for the future are based on a root cause analysis of weaknesses within the current model and are supported by data.	Changes for the future are based on a thorough root cause analysis, have been vetted by their stakeholders (family, students, and staff), and are clearly driven by an understanding of the data and research.	N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."

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 for assessment of future plans, if there are not substantive changes for the future contracts term)
Governance Council	Governance Council is either nonexistent or nonfunctioning, fails to comply with minimum legal requirements related to open meeting and public records laws, and fails to meet parameters related to council membership.	Council is an incorporated nonprofit with established bylaws and a clear governance structure; multiple stakeholders including staff, families and community members are represented on the council.	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 Council 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.	
Planned Changes for Renewal Term	Changes for the future fail to address obvious needs within the school and do not appear to have support in research or best practices.	Changes for the future are based on a root cause analysis of weaknesses within the current model and are supported by data.	Changes for the future are based on a thorough root cause analysis, have been vetted by their stakeholders (family, students, and staff), and are clearly driven by an understanding of the data and research.	N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."

III. Student Body/Demographics	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used for assessment of future plans, if there are not substantive changes for the future contracts term)
Student Body/Demographics	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 includes 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.	Recruitment strategy evidences multiple methods of communication and outreach and is clearly articulated within the budget.	
Planned Changes for Renewal Term	Changes for the future fail to address obvious needs within the school and do not appear to have support in research or best practices.	Changes for the future are based on a root cause analysis of weaknesses within the current model and are supported by data.	Changes for the future are based on a thorough root cause analysis, have been vetted by their stakeholders (family, students, and staff), and are clearly driven by an understanding of the data and research.	N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."

IV. School Data	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to Meets Expectations...)	Not Applicable (May only be used for assessment of future plans, if there are not substantive changes for the future contracts term)
Student Academic Achievement Data and Analysis	<p>Data is not prepared 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>Data sets are not reviewed using a root cause analysis.</p> <p>There is negative growth for the majority of student subgroups.</p>	<p>Data requested for state and district accountability is not provided. Data is prepared and disaggregated by student subgroups. Plans and routines to use data are clear and well-structured and include a root cause analysis for all data sets. Root cause analysis leads to the creation of a comprehensive plan to address and remedy the root cause(s) identified. School meets student growth expectations (using district's goal-setting methodology) by subgroups and demonstrates acceleration for one or more subgroup(s).</p>	<p>School demonstrates 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 Attendance Data	<p>Average Daily Attendance rate less than 90% for any of the most recent three-year period. Student retention rates below 90% over term of contract. Unable to maintain minimum enrollment for more than one year during term of the contract.</p>	<p>Practices regarding student attendance documentation are clear. Articulates plans for addressing chronic absenteeism and truancy that conform with legal requirements and are based in a root cause analysis. Average Daily Attendance rate is 90% or</p>	<p>Plans for addressing chronic absenteeism and truancy include community partnerships and root cause analysis. Average Daily Attendance rate at 95% or above for each of the most recent three years. Student retention rates exceed 95% over term of the contract.</p>	

		greater for each of the most recent three-year period. Student retention rates at least 90% over term of contract.		
Student Behavior Data	Student data is not disaggregated by subgroup or is missing one or more student groups. Data is presented in an unclear or confusing manner. School has not completed a root cause analysis of the data. Behavior incidents and/or the use of exclusionary practices are trending upward over the three most recent years and the system has not been modified to address the trend.	Student behavior data is complete, including all student groups, and presented in a clear manner. Root cause analysis accompanies data along with next steps and plans for addressing causes. Behavior incidents reflect rates within a typical multi-tiered system of support.	Behavior data systems review behavior data disaggregated by grade and classroom. Staff and families included in the root cause analysis process. Behavior incidents show a decrease over the three most recent years and the school can articulate a positive root cause analysis attributable to school systems.	
Climate Survey Data	Staff, Family and/or Student Climate Survey results are stagnant or showing a declining trend over the three most recent years and no root cause analysis has been performed.	Staff, Family and Student Climate Survey results show improvement over the three most recent years, which can be tied to a root cause analysis and improvement plan.	Schools leverage partnerships and community resources to address root cause analysis and ultimately improve Climate Survey results. Survey findings and results of the root cause analysis have been shared with families and community.	
Student Access to Opportunities	Students do not have access to world language, arts AND extracurriculars. (World	Data requested for world language, fine arts and extracurricular opportunities is not	Art and world language opportunities are regularly provided to all students. Partnerships are in place	

	language not required for schools only serving students in 4k - 5).	provided. 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 are available and reflect student and family demand.	to expand extracurricular offerings. Extracurricular offerings align with the school's mission and goals.	
Summary Document Providing an Overview of All Student Results Using the Accountability Measures Set Forth in the Charter School Contract	Summary document does not address all accountability measures set forth in the contract. Included data is not disaggregated by student group. No evidence that data has been shared with families and staff. Continuous improvement component is not present. Evidence of misinterpretation of data. Not all students are reflected in the data.	Summary document reflects all accountability measures set forth in the contract and is presented in a manner that is easy to understand. Data is disaggregated by student group. Evidence of use of a continuous improvement cycle and clearly articulated next steps.	Evidence that summary document was widely distributed throughout the school community with opportunities for feedback and discussion. Evidence that data is regularly being reviewed by grade and classroom level. Evidence that school level data is being shared with families.	
Data Summary Related to Progress Towards Goals Set Forth in the Charter School Contract	School has not made any progress, or has seen negative growth, for one or more of the goals set forth in the contract.	Progress has been made towards each goal set forth in the contract. For goals that were not achieved a root cause analysis has been completed and a comprehensive plan is in place for making improved progress toward the stated goal.	The school has met or exceeds each of the goals set forth in the contract.	

V. School Improvement Planning	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to Meets Expectations...)	Not Applicable (May only be used for assessment of future plans, if there are not substantive changes for the future contracts term)
School Improvement Planning Processes	School has not completed annual accountability plans for any year during the contract term; school has not created a professional development plan for staff.	School has created annual accountability plans that include student performance goals that are measurable and realistic and clearly articulated professional development plans.	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.	
Planned Changes for Renewal Term	Changes for the future fail to address obvious needs within the school and do not appear to have support in research or best practices.	Changes for the future are based on a root cause analysis of weaknesses within the current model and are supported by data.	Changes for the future are based on a thorough root cause analysis, have been vetted by their stakeholders (family, students, and staff), and are clearly driven by an understanding of the data and research.	N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."

VI. Family Engagement	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used for assessment of future plans, if there are not substantive changes for the future contracts term)
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.	
Planned Changes for Renewal Term	Changes for the future fail to address obvious needs within the school and do not appear to have support in research or best practices.	Changes for the future are based on a root cause analysis of weaknesses within the current model and are supported by data.	Changes for the future are based on a thorough root cause analysis, have been vetted by their stakeholders (family, students, and staff), and are clearly driven by an understanding of the data and research.	N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."

VII. Curriculum, Instruction and Assessment A. Curriculum	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used for assessment of future plans, if there are not substantive changes for the future contracts term)
Curriculum	Curriculum selected by school does not adequately incorporate a multi-tiered system of support 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.	
Planned Changes for Renewal Term	Changes for the future fail to address obvious needs within the school and do not appear to have support in research or best practices.	Changes for the future are based on a root cause analysis of weaknesses within the current model and are supported by data.	Changes for the future are based on a thorough root cause analysis, have been vetted by their stakeholders (family, students, and staff), and are clearly driven by an understanding of the data and research.	N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."

B. Instructional Design	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used for assessment of future plans, if there are not substantive changes for the future contracts term)
Instructional Design	Insufficient number staff in place to implement instructional design. Staff are inadequately certified and/or licensed. School does not have any class size guidelines. Student schedules do not maximize and/or prioritize instructional time and reflect an imbalance of academic instruction and unstructured non-academic time.	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.	
Planned Changes for Renewal Term	Changes for the future fail to address obvious needs within the school and do not appear to have support in research or best practices.	Changes for the future are based on a root cause analysis of weaknesses within the current model and are supported by data.	Changes for the future are based on a thorough root cause analysis, have been vetted by their stakeholders (family, students, and staff), and are clearly driven by an understanding of the data and research.	N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."

C. Assessment Plan	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used for assessment of future plans, if there are not substantive changes for the future contracts term)
Assessment Plan	Assessment plan is unclear or absent. If plan is in place, 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). Fail to articulate a clear data review cycle or root cause analysis that clearly integrates all staff.	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.	School has a progress monitoring system in place to house and analyze data. Parents are informed of assessment schedule and are provided structured opportunities to review and understand the results of the assessments.	
Planned Changes for Renewal Term	Changes for the future fail to address obvious needs within the school and do not appear to have support in research or best practices.	Changes for the future are based on a root cause analysis of weaknesses within the current model and are supported by data.	Changes for the future are based on a thorough root cause analysis, have been vetted by their stakeholders (family, students, and staff), and are clearly driven by an understanding of the data and research.	N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."

VIII. Student Behavior Management	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used for assessment of future plans, if there are not substantive changes for the future contracts term)
Student Behavior Management System	Beliefs and values regarding student behavior are unclear and widely varied. Behavior system is nonexistent or 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. Student behavior data not collected or not used. No clear communication with families.	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. Families are provided copies of the Behavior Education Plan and know their role in the student behavior management system.	School clearly demonstrates successful innovative behavior strategies that can be considered for district wide learning.	
Process for Making Continuous Improvement Efforts at the School, Classroom and Student Level Based on Student Climate	Climate data not used and not shared with staff and families.	Climate data analyzed on an annual basis in a disaggregated format. Climate data used to inform instruction and student engagement.	Climate data shared with community partners and is used to enhance and create new partnerships.	

Data Analysis				
Planned Changes for Renewal Term	Changes for the future fail to address obvious needs within the school and do not appear to have support in research or best practices.	Changes for the future are based on a root cause analysis of weaknesses within the current model and are supported by data.	Changes for the future are based on a thorough root cause analysis, have been vetted by their stakeholders (family, students, and staff), and are clearly driven by an understanding of the data and research.	N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."

IX. Key Partnerships	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used for assessment of future plans, if there are not substantive changes for the future contracts term)
Key Partnerships	Does not appear to value community partnerships; Adopt-a-School partners are non-existent or underutilized.	The school has one or two strong partnerships 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. Through an MOA process, each partner's value is clearly articulated and each partner understands their role in the school community. The school monitors major partnerships and engages in a regular review cycle with partners.	
Planned Changes for Renewal Term	Changes for the future fail to address obvious needs within the school and do not appear to have support in research or best practices.	Changes for the future are based on a root cause analysis of weaknesses within the current model and are supported by data.	Changes for the future are based on a thorough root cause analysis, have been vetted by their stakeholders (family, students, and staff), and are clearly driven by an understanding of the data and research.	N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."

X. Human Resources	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used for assessment of future plans, if there are not substantive changes for the future contracts term)
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	Evaluation plan takes into account equity and diversity of the school.	

		mechanisms. Meets state reporting requirements.		
Planned Changes for Renewal Term	Changes for the future fail to address obvious needs within the school and do not appear to have support in research or best practices.	Changes for the future are based on a root cause analysis of weaknesses within the current model and are supported by data.	Changes for the future are based on a thorough root cause analysis, have been vetted by their stakeholders (family, students, and staff), and are clearly driven by an understanding of the data and research.	N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."

XI. Transportation	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used for assessment of future plans, if there are not substantive changes for the future contracts term)
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.	
Planned Changes for Renewal Term	Changes for the future fail to address obvious needs within the school and do not appear to have support in research or best practices.	Changes for the future are based on a root cause analysis of weaknesses within the current model and are supported by data.	Changes for the future are based on a thorough root cause analysis, have been vetted by their stakeholders (family, students, and staff), and are clearly driven by an understanding of the data and research.	N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."

XII. Waivers	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used for assessment of future plans, if there are not substantive changes for the future contracts term)
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 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	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."

		provided.		
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	School fails to inform stakeholder groups of the waivers and/or their intended purpose.	School uses 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 creates 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.	
Planned Changes for Renewal Term	Changes for the future fail to address obvious needs within the school and do not appear to have support in research or best practices.	Changes for the future are based on a root cause analysis of weaknesses within the current model and are supported by data.	Changes for the future are based on a thorough root cause analysis, have been vetted by their stakeholders (family, students, and staff), and are clearly driven by an understanding of the data and research.	N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."

XIII. Financial Operations	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used for assessment of future plans, if there are not substantive changes for the future contracts term)
Financial Operations	<p>Budget is not displayed in the District's template.</p> <p>School budget relies on District funding substantially more than per pupil allowances and/or over relies on unstable external funding.</p>	<p>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.</p>	<p>School's budget strategically utilizes the District allowance and stable fundraising strategies.</p> <p>School's budget priorities clearly align to the school's mission and goals.</p>	
Planned Changes for Renewal Term	<p>Changes for the future fail to address obvious needs within the school and do not appear to have support in research or best practices.</p>	<p>Changes for the future are based on a root cause analysis of weaknesses within the current model and are supported by data.</p>	<p>Changes for the future are based on a thorough root cause analysis, have been vetted by their stakeholders (family, students, and staff), and are clearly driven by an understanding of the data and research.</p>	<p>N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."</p>

XIV. Facility/Safety Planning	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used for assessment of future plans, if there are not substantive changes for the future contracts term)
Facility Plan	<p>Facility doesn't hold enough students to balance the budget.</p> <p>Facility is not safe or too cost burdensome to balance the budget.</p>	<p>Facility is stable, facility cost is appropriate and within the means of the school's annual budget. 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>	
Planned Changes for Renewal Term	<p>Changes for the future fail to address obvious needs within the school and do not appear to have support in research or best practices.</p>	<p>Changes for the future are based on a root cause analysis of weaknesses within the current model and are supported by data.</p>	<p>Changes for the future are based on a thorough root cause analysis, have been vetted by their stakeholders (family, students, and staff), and are clearly driven by an understanding of the data and research.</p>	<p>N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."</p>

XV. Legal Requirements	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used for assessment of future plans, if there are not substantive changes for the future contracts term)
Process for Ensuring Legal Compliance with Legal Requirements Affecting Charter Schools	Does not demonstrate an understanding of the 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.	