

COMPREHENSIVE REVIEW AND RECOMMENDATION FORM CHARTER SCHOOL PROPOSAL/PETITION

Pursuant to MPS Administrative Policy 9.12, the MPS Charter School Review Panel shall review, evaluate, and make recommendations to the Board with regard to MPS charter school petitions and proposals. The decision of the Panel shall be reached by collaboration and consensus. The assignment of scores to the following provisions is solely for the purpose of informing the collaboration and consensus process.

RATINGS

EXEMPLARY	SATISFACTORY	UNSATISFACTORY	NOT SCOREABLE
6 5	4 3	2 1	0

EXEMPLARY:

- **6** - Indicates response is effective and includes great detail, examples, and evidence. Response demonstrates great expertise and experience. The proposal offers an approach which, with little or no risk, will yield a result which exceeds qualitative requirements.
- **5** - Indicates response is effective and includes good detail, examples, and evidence. Response demonstrates good expertise and experience. The proposal covers a majority of the factors acceptably, contains no major deficiencies or risks, and the collective approach yields a qualitative benefit beyond the minimum required.

SATISFACTORY:

- **4** - Indicates response is complete and includes detail and specifics. Respondent demonstrates competence. The majority of the factors meet standards and deficiencies are of a very minor nature or are susceptible to easy correction.
- **3** - Indicates response is complete and includes detail and specifics. Respondent demonstrates basic competence. The majority of important factors are acceptable but one or more factors is deficient with some minor risk involved in the correction thereof.

UNSATISFACTORY:

- **2** - Indicates response is insufficient and/or lacks some detail. The majority of factors for the item are deficient and their correction, either collectively or individually, poses a serious problem in correction or has a “domino” effect on the other design features, or the approach poses a high risk without means for correction.
- **1** - Indicates response is insufficient and/or lacks some detail. The major factors of the item are deficient to the extent that a major reorientation of the proposal is necessary, or the approach described is undesirable and correction would require a major and material change in the proposal.

NOT SCOREABLE:

- **0** - Indicates response is grossly incomplete, contains obvious anomalies, or illogical flow. There is little in the response to effectively discern a score.

REVIEW

CONCEPTUAL FRAMEWORK

Does the proposed mission and vision, educational philosophy, school enrollment, and school culture align with the district’s mission and vision, educational philosophy, need, and culture?

EXEMPLARY

SATISFACTORY

UNSATISFACTORY

NOT SCORABLE

MISSION AND VISION

The mission is succinct, meaningful, and reflective of the targeted student population. The vision clearly articulates what the school will look like and accomplish in the short and long term, offering concrete examples of anticipated student outcomes. Together, the mission and vision indicate what the school intends to do, for whom, and to what degree, differentiating it from other schools. The proposal provides a clear picture of how students will be supported and developed holistically on a daily basis. The mission is attainable and consistent with high academic standards with the ability to be operationalized and guide the daily work of school staff.

The Charter School Review Panel (Panel) ranked the proposed mission and vision as exemplary. The Panel noted that the mission and vision were evident throughout the petition, with the “three Cs” (character, classroom, community) serving as a foundation for other proposal components, including curriculum, instruction, and assessment.

6 5 4 3 2 1 0

EDUCATIONAL PHILOSOPHY

The educational philosophy reflects the respondent’s core beliefs and priorities for educating the proposed student population and aligns with the school’s mission and vision. The educational philosophy paints a compelling picture of what the school will look like, describing its defining features. The proposal cites research and evidence that the core design elements positively impact academic outcomes with similar student populations. The proposal explains what the school will accomplish in measurable terms.

The Panel ranked the proposed educational philosophy as satisfactory. The Panel identified the educational philosophy as being consistent with the mission and vision, including the concept of developing students so that they have the capacity to build skills. The Panel felt that the inclusion of “we believe” statements provided a high level of clarity as to the core beliefs and priorities for educating students. The Panel felt this area could have been strengthened with information relating to how the educational philosophy interacts with key academic areas, including math, reading, and science.

6 5 4 3 2 1 0

SCHOOL ENROLLMENT

The proposal details plans for student recruitment, school start-up, and growth. Detail is given to the plans for initial enrollment and growth over time including predicted rate of growth. The proposal details how the grade configuration fits well within MPS feeder and progression patterns. The proposal details all assumptions, risks, and risk responses associated with enrollment.

The Panel ranked the proposed plan for school enrollment as satisfactory. The Panel identified alignment between the educational model and the plan for school enrollment. The Panel felt this area could have been strengthened with information relating to how the school will encourage student retention and plan for student mobility and attrition. The Panel encourages the development team to be flexible in terms of individual grade enrollment.

6 5 ④ 3 2 1 0

SCHOOL CULTURE

The school culture promotes a positive academic and social environment with high behavioral and academic expectations. The systems and traditions will be implemented on a daily basis to help foster students' intellectual, social, and emotional development. The proposal articulates the characteristics of a professional culture including norms, values and opportunities for collaboration that will promote high staff performance and retention. The proposal details the systems, traditions, policies, and symbols that give the school its identity.

The Panel ranked the proposed school culture as exemplary. The Panel noted strength in the area of school culture and alignment with the mission, vision, and educational philosophy of the school. The Panel felt this area could have been strengthened with information related to serving students who are English Language Learners (ELL). The Panel encourages the development team to consider how it will recruit, train, and retain teachers to support school culture.

6 ⑤ 4 3 2 1 0

CONCEPTUAL FRAMEWORK TOTAL: 18/24

ACADEMIC ACHIEVEMENT

Does the applicant have the capacity and experience to open and operate a high quality school that engages students in a rigorous, well-rounded instructional program and will prepare them for success in college, career, and life?

EXEMPLARY

SATISFACTORY

UNSATISFACTORY

NOT SCORABLE

*EDUCATIONAL PROGRAM

Educational concept aligns with District priorities and strongly reflects current best professional practices. Target population is clearly communicated as are methods of drop-out reduction/re-entry. School program includes highly innovative plans/ideas to address MPS promotion and graduation requirements that strongly reflect current best professional practices.

The Panel ranked the proposed educational program as satisfactory. The Panel noted the inclusion of a literacy focus for all students, as well as internships for juniors and seniors. The Panel felt this area could have been strengthened with information on how internships will be measured. They also would have liked to have seen more detail regarding strategies related to core curricular competency attainment.

6 5 4 (3) 2 1 0

*SCHOOL ADMISSION

The requirements for admission to the school are clearly communicated and identified. The proposal details application, enrollment, and registration policies and procedures, including those to be used if the school is over-subscribed. The proposal describes in operational terms how it will achieve a racial, ethnic, and special needs balance among its pupils.

The Panel ranked the proposed plan for school admission as exemplary. The Panel felt this area could have been strengthened with information related to promoting student stability and retention in this area.

6 (5) 4 3 2 1 0

*HEALTH AND SAFETY

The proposal details the programs, resources, and services (both internal and external) to promote students' social, emotional, and physical health, including the needs of students in at-risk situations. The proposal accurately reflects anticipated needs of the student population it intends to serve.

The Panel ranked the proposed plan for health and safety as satisfactory. The Panel felt this area could have been strengthened with information related to planning for student safety when working with external partners outside of the traditional school setting. The Panel encourages the development team to work with the MPS Department of Risk Management to formalize relationships with proposed external partners.

6 5 (4) 3 2 1 0

***STUDENT DISCIPLINE**

The proposal details the school’s approach to student discipline and classroom management. It describes plans for supporting positive behavior and responding to inappropriate behavior when it occurs. The proposal details systems to ensure equitability in behavior policy enforcement and describes whether disciplinary procedures address the cause of misbehavior. The proposal denotes plans for how the school will clearly communicate behavior expectations, consequences, and rewards to students and families.

6	5	4	3	2	1	0
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The Panel ranked the proposed plan for student discipline as exemplary. The Panel identified the school’s plan to use restorative practices and other proactive approaches to student discipline and classroom management. The Panel also identified that the school will adopt and abide by the MPS Discipline Policy.

***CURRICULUM**

The curriculum philosophy and plan is aligned with the school’s mission and the Common Core Standards. A clear rationale is provided for the selection of curricula. Curriculum is strongly based on research and is highly focused on increased student achievement.

6	5	4	3	2	1	0
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The Panel ranked the proposed curriculum as satisfactory. The Panel noted the inclusion of detailed course descriptions. The Panel felt this area could have been strengthened with information related to the structure for advisory time with students. The Panel would have liked to have seen more information related to differentiation, as well as more development throughout.

***INSTRUCTION**

The proposal denotes the strategy it will employ for differentiation and specialized instruction in support of acceleration, remediation, students with disabilities, and English language learners. The proposal details how staff will collect and analyze diagnostic, benchmark/interim, and summative assessments to inform instruction and enable teachers to adjust instruction accordingly.

6	5	4	3	2	1	0
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The Panel ranked the proposed plan for instruction as satisfactory. The Panel felt this area could have been strengthened with information related to differentiation, student advisory time, and plans for serving ELL students.

***ASSESSMENT**

Assessments are clearly communicated and strongly relate to curriculum and instructional methods and state and district standards and assessments. Academic and mission-specific goals are attached to measurable metrics that are clear and monitoring plans to review, analyze, and inform decision making are established and operationalized.

6	5	4	3	2	1	0
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The Panel ranked the proposed plan for assessment as satisfactory. The Panel felt this area could have been strengthened with information related to how the restorative practices component of the program will be assessed and if any assessments outside of district assessments will be used to assess students individually.

ACADEMIC ACHIEVEMENT TOTAL: 28/42

<p>STUDENT, FAMILY, AND COMMUNITY ENGAGEMENT Has the applicant conducted robust engagement and garnered authentic parent and community support, establishing a strong foundation for opening and operating a school with engaged and empowered families and communities?</p>	EXEMPLARY	SATISFACTORY	UNSATISFACTORY	NOT SCORABLE
<p>FAMILY ENGAGEMENT</p> <p>The school plans to share information on students' progress with parents or caretakers on an ongoing basis and promote their involvement in their students' education. The proposal contains strategies for communicating with families that do not speak English. There are plans to clearly and consistently communicate behavior expectations, consequences, and rewards to students and families. The proposal describes programs and resources that the school will provide specifically to parents and families.</p> <p><i>The Panel ranked the proposed plan for family engagement as satisfactory. The Panel noted the inclusion of regular parent-teacher-student conferences as well as a high level of parental involvement during a student's freshmen year. The Panel also noted the inclusion of school-based volunteer opportunities for families. The Panel felt this area could have been strengthened with information about the plan for continued parental involvement after freshmen year, as well as information related to how the school proposes to recruit, engage, and empower parents.</i></p>	6 5	4 (3)	2 1	0
<p>COMMUNITY ENGAGEMENT</p> <p>The proposal describes some of the key supporters and champions of the proposed school, including parents or caregivers who may choose to enroll their students. The proposal includes evidence as to how the proposed school will be an asset to the community. The proposal includes community feedback on the educational vision for the proposed school as well as a plan to continue to gather community input once the school is open. The proposal describes programs and resources that the school will provide specifically to engage the community.</p> <p><i>The Panel ranked the proposed plan for community engagement as satisfactory. The Panel noted student internships as an integral component of community engagement. The Panel felt this area could have been strengthened with more detail related to how the school will engage with the community beyond the internship program.</i></p>	6 5	4 (3)	2 1	0

PARTNERSHIPS

There are community-based organizations, businesses, and/or leaders from the targeted community who support the proposed school. The support of each organization is evidenced with the reasons for their support. The applicant has secured partnerships with local community-based organizations, businesses, community groups, institutions of higher education, etc. that will support the students and families it intends to serve across the targeted community.

The Panel ranked proposed partnerships as exemplary. The Panel noted strength in the area of partnerships, including alignment with the school’s mission and educational philosophy. The Panel felt this area could have been strengthened with information related to specific business partners, as well as how internships can become pathways to meaningful careers.

6	5	4	3	2	1	0
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STUDENT, FAMILY, AND COMMUNITY ENGAGEMENT TOTAL 11/18

<p>EFFECTIVE AND EFFICIENT OPERATIONS Will the proposed operational and accountability systems ensure that planning, spending, and accountability decisions support and prioritize student success? Does the proposal present a sound fiscal plan and policies for responsible management of public funds?</p>	EXEMPLARY	SATISFACTORY	UNSATISFACTORY	NOT SCORABLE				
<p>*GOVERNANCE STRUCTURE The proposed governance plan clearly explains the roles and responsibilities of the governing board and outlines effective governance practices to ensure organizational viability. The proposal describes the structure, composition, positions or titles, advisory councils, and parental involvement at the governance level. Strategies for recruitment and processes for selection are included. The proposal describes how the governance structure will hold school leaders accountable as well as how it will evaluate itself.</p> <p><i>The Panel ranked the proposed governance structure as unsatisfactory. The Panel identified the teacher-led model with shared leadership, as well as the presence of a parent-teacher council. The Panel noted a lack of clarity as to how the many governance components will interact. The Panel encourages the development team to consider an organizational chart and governance component definitions to formalize the structure.</i></p>	6	5	4	3	2	1	0	
<p>*FACILITY The proposal details space requirements to successfully implement the proposed school model. It demonstrates efficient and effective use of facility space with respect to the school’s five-year enrollment plan. The proposal contains plans and costs to ready the facility for school opening.</p> <p><i>The Panel ranked the proposed facility requirements as exemplary. The Panel identified that the indication of a downtown Milwaukee location aligns with the school’s educational model.</i></p>	6	5	4	3	2	1	0	
<p>*ACCOUNTABILITY The proposal includes an organizational chart describing authority, responsibility, and lines of reporting for non-academic operations. It details the procedures to monitor academic, financial, operational, and legal compliance metrics. The overall management strategy is described and previous examples of success are cited and referenced.</p> <p><i>The Panel ranked the proposed accountability structure as unsatisfactory. The Panel noted a lack of clarity as it relates to authority and responsibility. The Panel encourages the development team to consider an organizational chart and governance component definitions to formalize the structure.</i></p>	6	5	4	3	2	1	0	

***STAFF QUALIFICATIONS**

The proposal details the qualifications that must be met by the individuals to be employed by the school and plans for ensuring appropriate qualifications at school opening and monitoring once the school is open. Strategies for recruiting and hiring qualified teaching staff are included. The proposal denotes the goals and strategies for ongoing professional development, including meeting statutory requirements.

The Panel ranked the proposed staff qualifications as satisfactory. The Panel noted that proposed teachers are highly qualified and have experience in a similar setting with similar students. The Panel felt this area could have been strengthened with information related to how the school plans to attract and retain teachers, as well as how they will ensure staff are adequately trained to uphold the school culture.

6 5 4 **3** 2 1 0

***EXPERIENCE**

Proposal describes the experience and roles of respondent and includes data to demonstrate a record of success serving similar student populations. Capacity of the proposed instructional leadership team to implement the proposed educational model with fidelity is evident.

The Panel ranked the experience of the development team as exemplary. The Panel noted that the applicant team has experience in an urban school environment, having worked in a similar school with a similar student population.

6 **5** 4 3 2 1 0

***SCHOOL OPENING**

The applicant's continued outreach and engagement strategy leading up to school opening will help ensure that the school successfully opens on time, ready to serve students and the community on day one. School opening goals are attainable and measurable metrics that define successful opening are detailed.

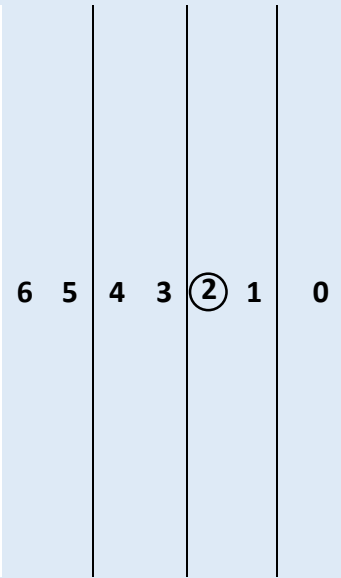
The Panel ranked the proposed school opening as satisfactory. The Panel noted a plan for outreach and marketing, but would have liked to have seen more information related to steps to open the school. The Panel noted concerns related to the school's opening for the 2017-2018 school year. The Panel encourages the development team to consider a timeline that will best set the school up to be successful.

6 5 4 **3** 2 1 0

***BUDGET**

Five-year budget is reasonable, viable, and sustainable. The budget is aligned to enrollment targets and covers operational costs, staffing and facility plans, etc. It includes additional financial resources that may be needed for start-up and beyond. It details the financial control systems that will be put in place to ensure proper use of public funds. Expected professional development costs are included in the budget. Budget considers services and supports such as transportation, nutrition, etc.

The Panel ranked the proposed budget as unsatisfactory. The Panel felt this area could have been strengthened with information related to the budget for the first five years of school operation, as well as financial controls. The Panel noted that the budget included a realistic allocation, aligned to enrollment targets. The Panel also noted minimal funds for supplies, purchased services, and professional development. The Panel encourages the development team to work with the MPS Department of Finance to formulate the school budget.



EFFECTIVE AND EFFICIENT OPERATIONS TOTAL 22/42

RECOMMENDATION

DECISION OF THE CHARTER SCHOOL REVIEW PANEL

Reached through collaboration and consensus.

RECOMMEND

DO NOT RECOMMEND

COMMENTS

Overall, the Charter School Review Panel identified the educational concept outlined in the petition as a viable educational option for students in MPS. The Panel noted areas of strength in the mission and vision, school culture, and partnerships. The Panel also noted overall passion and enthusiasm of the development team as well as experience of the proposed staff.

The Panel identified concerns in the areas of governance and accountability structure and budget development.

The Panel expressed specific concern about the timeline for school opening. The Panel stressed their desire to ensure the school is successful from the start and recommended a later start day than the development team requested.

The Panel noted that the proposed community engagement model satisfies a community need and that the model is needed in the MPS portfolio of schools.

The Panel recommends the petition and highly encourages the applicant team to consider further development in the areas identified through the petition review process.