



**Wisconsin Department of Public Instruction – Charter School
Planning/Implementation Subgrant Application Reviewer Benchmarks** (Rev 1-2018)

School District/Chartering Authority Name

UW System

Charter School Name

Arbor Community School

I. Program Description/Mission (10 Points Max)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
1. Mission of the charter school is explained and connected to at least two of the following: <ul style="list-style-type: none"> a. Increasing access to educationally disadvantaged students b. Reducing and eliminating the achievement gap for educationally disadvantaged students c. Serving students at-risk of dropping out or who have previously dropped out d. Increasing the overall graduation rate e. Increasing career and college readiness 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Identifies proposed grades served, enrollment, and description of student population by subgroup.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Describes method for attracting, recruiting, admitting, enrolling, serving and retaining educationally disadvantaged students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Brief description of the charter school curricular model is provided which includes a discussion of how student body diversity will be incorporated into best practices and how the charter school will promote diversity of educational choices.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Role of governance board in school planning/operations is explained.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Describes how authorizer will monitor school performance and compliance with the contract and the quality controls agreed to between the charter school and the authorizer including any performance agreements. The description includes how the charter school's performance in the State's accountability system and impact on student achievement will be one of the most important factors for renewal or revocation of the school's charter. Description also includes how the authorizer will reserve the right to revoke or not renew the school's charter based on financial, structural, or operational factors involving the management of the charter school.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I. Program Description/Mission (10 Points Max)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
7. Describes the roles and responsibilities of the charter school, potential partners, if applicable and charter management organizations including the administrative and contractual roles of the parties.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Describes how the charter school governance board has considered and planned for the transportation needs of the charter school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Total Points Awarded for this Section (1-10)	8¹⁰			
Comments The mission of the school is clearly laid out.				

II. Proposed Activities (15 Points Max)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
1. Describes the present state of the planning process or the present state of the charter school, if already in operation; the activities undertaken to date; the types of people involved in the process; the financial or other resources available; the involvement of the authorizer, administration, and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Describes the specific activities to be completed under this grant; the types of people involved in the process; the financial or other resources available; the involvement of the authorizer, administration, and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Explains how activities will lead to improved academic achievement and are grounded in evidence-based research and data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Describes how the charter school program will meet the educational needs of all its students, including children with disabilities and English learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Identifies and describes how student achievement goals will be measured each year. <i>Identifies the nationally standardized achievement test to be used fall and spring in reading and math; how it will be used to improve instruction and measure progress over time.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provides a description of how parents and other members of the community have been involved in the planning and design of the charter school including the results of the needs assessment measuring community and parent support for the new school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

II. Proposed Activities (15 Points Max)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
7. Describes how the charter school will solicit and consider input from parents and other community members on the implementation and operation of the charter school and how parents and other members of the community are/will be involved in the implementation and continued operation of the charter school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Identifies and describes measureable goals for the charter school and how they will be measured. a. Justifies each goal in terms of its value in improving student achievement. b. At least one goal specifically addresses how the activities are designed to improve academic outcomes for educationally disadvantaged students. c. Describes what data will be used to measure each goal at least twice annually.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Describes how the charter school will share best and promising practices with other charter schools and public schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Provides a detailed 2-3 year professional and curriculum development plan to ensure teacher and administrator competencies.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Provides an activity timeline and connects each activity to the costs identified in the budget summary.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Total Points Awarded for this Section (1-15)	10 ^{/15}			
Comments				

III. Governance and Autonomy Criteria (Max 10 Points)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
1. Describes how the charter school will take advantage of the flexibility afforded it under state law.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. If applicable, a request for waivers of any federal statutory or regulatory provisions is provided and includes a justification for the waiver which supports why the waiver is necessary for the successful operation of the charter school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describes the local school board policies that will be waived for the charter school to provide maximum flexibility and how the waivers will contribute to the success of the school (this does not apply to independently-authorized charter schools).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Describes the charter school governing board including membership names and roles of the board members, terms of office and how frequently the board meets throughout the year.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Demonstrates charter school autonomy in relation to policy, budget, personnel, and curriculum decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Describes the administrative relationship between the charter school and the authorizer, and describes how the charter school will be managed.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Describes the training that will be provided to the charter board and when it will be delivered, e.g. governing authority, Roberts Rules, finances/ budgets, fund raising, parent involvement, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Describes how the charter school will utilize effective parent, family and community engagement strategies to operate the charter school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Describes the level and extent of parent and community support for the proposed charter school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Total Points Awarded for this Section (1-10)	7 /10			

Comments

IV. Equal Access Criteria (Max 5 Points)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
1. Describes how the school will assure equal access for all students regardless of gender, race, national origin, color, disability, or age factors.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Describes proposed steps the charter school will take to ensure equitable access to and participation in the charter school. Description includes how the applicant will address barriers to participation that are applicable to the school and its circumstances which may include gender, race, national origin, color, disability, or age (Section 427 of GEPA).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Describes how students with disabilities will be served.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Describes how all students in the community are informed about the charter school and given an equal opportunity to attend.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Describes the school's admissions policy and policy is: (a) consistent with the statutory purposes of the federal charter school program; (b) reasonably necessary to achieve the educational mission of the charter school; and (c) consistent with civil rights laws and Part B of the Individuals with Disabilities Education Act.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

IV. Equal Access Criteria (Max 5 Points)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
6. Describes the lottery policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Total Points Awarded for this Section (1-5)	3 /5			

Comments

V. Budget Criteria (Max 10 Points)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
The Budget Summary (Section (VII) of the PI-9600 P/I form includes costs, explanations and justifications that are consistent with outcomes, measurable objectives and activities identified in the application narrative.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1. Describes how funds will be used for:				
a. Training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Consultants	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. An itemized list of expenditures and a budget narrative, consistent with the Budget Summary (Section VII) of the PI-9600 P/I form, is provided and includes a rationale for why the expenses are necessary and related to opening and preparing for the operation of a new charter school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Describes how other federal funds available to the charter school; e.g., Title I funds, IDEA, etc. will be used.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Describes the method by which controls over expenditures and records of expenditures will be maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Appendix C-Expenditure and Revenue worksheets demonstrate that the charter school will be able to thrive financially.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Provides a solid plan for sustaining the school and professional development after federal funding expires, including fund raising activities. This plan must demonstrate that the charter school can continue to operate in a manner consistent with the CSP application when CSP funds are no longer available.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. The Budget Summary (Section VII) of the PI-9600 P/I form includes only allowable expenditures.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

V. Budget Criteria (Max 10 Points)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
Allowable expenditures include: <ul style="list-style-type: none"> ✓ Costs associated with preparing teachers, schools leaders, and specialized instructional support personnel ✓ Professional development, ✓ Hiring and compensating during planning – teachers, schools leaders, and/or specialized instructional support personnel. ✓ Acquiring necessary supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials). ✓ Carry out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction). ✓ Providing one-time, startup costs associated with providing transportation to students to and from the charter school. ✓ Carrying out community engagement activities, which may include paying the cost of student and staff recruitment. ✓ Providing for other appropriate, non-sustained costs related to activities in opening and preparing for the operation of charter schools. Does not use term “miscellaneous” to describe budgetary items				
Total Points Awarded for this Section (1-10)	/10			

Comments

7

OVERALL SCORE (Sum of points awarded from all sections)	35/50		
Overall Rating	<input type="checkbox"/> Strong (45-50 points)	<input checked="" type="checkbox"/> Average (35-44 points)	<input type="checkbox"/> Weak (0-34 points)

Overall Comments

This is a well thought out proposal that demonstrates community support for this school.



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I. Program Description/Mission (10 Points Max)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
1. Mission of the charter school is explained and connected to at least two of the following: <ul style="list-style-type: none"> a. Increasing access to educationally disadvantaged students b. Reducing and eliminating the achievement gap for educationally disadvantaged students c. Serving students at-risk of dropping out or who have previously dropped out d. Increasing the overall graduation rate e. Increasing career and college readiness 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identifies proposed grades served, enrollment, and description of student population by subgroup.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describes method for attracting, recruiting, admitting, enrolling, serving and retaining educationally disadvantaged students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Brief description of the charter school curricular model is provided which includes a discussion of how student body diversity will be incorporated into best practices and how the charter school will promote diversity of educational choices.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Role of governance board in school planning/operations is explained.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Describes how authorizer will monitor school performance and compliance with the contract and the quality controls agreed to between the charter school and the authorizer including any performance agreements. The description includes how the charter school's performance in the State's accountability system and impact on student achievement will be one of the most important factors for renewal or revocation of the school's charter. Description also includes how the authorizer will reserve the right to revoke or not renew the school's charter based on financial, structural, or operational factors involving the management of the charter school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

I. Program Description/Mission (10 Points Max)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
7. Describes the roles and responsibilities of the charter school, potential partners, if applicable and charter management organizations including the administrative and contractual roles of the parties.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Describes how the charter school governance board has considered and planned for the transportation needs of the charter school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Total Points Awarded for this Section (1-10)	8 /10			
Comments How will info be shared specifically with parents? What will be done to ensure families understand ways IQ-PBL can benefit educationally disadvantaged students?; More detail needed on methods to attract and recruit students; Limited discussion of how student body diversity will be incorporated into best practices; How will they anticipate and address student need for transportation?				

II. Proposed Activities (15 Points Max)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
1. Describes the present state of the planning process or the present state of the charter school, if already in operation; the activities undertaken to date; the types of people involved in the process; the financial or other resources available; the involvement of the authorizer, administration, and staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describes the specific activities to be completed under this grant; the types of people involved in the process; the financial or other resources available; the involvement of the authorizer, administration, and staff.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Explains how activities will lead to improved academic achievement and are grounded in evidence-based research and data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Describes how the charter school program will meet the educational needs of all its students, including children with disabilities and English learners.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Identifies and describes how student achievement goals will be measured each year. <i>Identifies the nationally standardized achievement test to be used fall and spring in reading and math; how it will be used to improve instruction and measure progress over time.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provides a description of how parents and other members of the community have been involved in the planning and design of the charter school including the results of the needs assessment measuring community and parent support for the new school.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Proposed Activities (15 Points Max)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
7. Describes how the charter school will solicit and consider input from parents and other community members on the implementation and operation of the charter school and how parents and other members of the community are/will be involved in the implementation and continued operation of the charter school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Identifies and describes measureable goals for the charter school and how they will be measured. a. Justifies each goal in terms of its value in improving student achievement. b. At least one goal specifically addresses how the activities are designed to improve academic outcomes for educationally disadvantaged students. c. Describes what data will be used to measure each goal at least twice annually.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Describes how the charter school will share best and promising practices with other charter schools and public schools.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Provides a detailed 2-3 year professional and curriculum development plan to ensure teacher and administrator competencies.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Provides an activity timeline and connects each activity to the costs identified in the budget summary.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Points Awarded for this Section (1-15)	13 /15			
Comments Financial or other resources available not specified; Research to justify use of IQ-PBL pedagogies/ methods provided, connection not made to activities, specifically; More detail needed to explain how achievement tests will be used to improve instruction; Role of parents in providing input on implementation and operation of charter school, as well as involvement in implementation well-explained, but not as much for community				

III. Governance and Autonomy Criteria (Max 10 Points)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
1. Describes how the charter school will take advantage of the flexibility afforded it under state law.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. If applicable, a request for waivers of any federal statutory or regulatory provisions is provided and includes a justification for the waiver which supports why the waiver is necessary for the successful operation of the charter school. Not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describes the local school board policies that will be waived for the charter school to provide maximum flexibility and how the waivers will contribute to the success of the school (this does not apply to independently-authorized charter schools). Not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Describes the charter school governing board including membership names and roles of the board members, terms of office and how frequently the board meets throughout the year.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrates charter school autonomy in relation to policy, budget, personnel, and curriculum decisions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Describes the administrative relationship between the charter school and the authorizer, and describes how the charter school will be managed.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Describes the training that will be provided to the charter board and when it will be delivered, e.g. governing authority, Roberts Rules, finances/ budgets, fund raising, parent involvement, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Describes how the charter school will utilize effective parent, family and community engagement strategies to operate the charter school.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Describes the level and extent of parent and community support for the proposed charter school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Total Points Awarded for this Section (1-10)	8/10			

Comments

IV. Equal Access Criteria (Max 5 Points)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
1. Describes how the school will assure equal access for all students regardless of gender, race, national origin, color, disability, or age factors.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Describes proposed steps the charter school will take to ensure equitable access to and participation in the charter school. Description includes how the applicant will address barriers to participation that are applicable to the school and its circumstances which may include gender, race, national origin, color, disability, or age (Section 427 of GEPA).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describes how students with disabilities will be served.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Describes how all students in the community are informed about the charter school and given an equal opportunity to attend.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Describes the school's admissions policy and policy is: (a) consistent with the statutory purposes of the federal charter school program; (b) reasonably necessary to achieve the educational mission of the charter school; and (c) consistent with civil rights laws and Part B of the Individuals with Disabilities Education Act.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Equal Access Criteria (Max 5 Points)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
6. Describes the lottery policy.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Points Awarded for this Section (1-5)	4 /5			

Comments

V. Budget Criteria (Max 10 Points)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
The Budget Summary (Section (VII) of the PI-9600 P/I form includes costs, explanations and justifications that are consistent with outcomes, measurable objectives and activities identified in the application narrative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Describes how funds will be used for:				
a. Training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Consultants	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. An itemized list of expenditures and a budget narrative, consistent with the Budget Summary (Section VII) of the PI-9600 P/I form, is provided and includes a rationale for why the expenses are necessary and related to opening and preparing for the operation of a new charter school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describes how other federal funds available to the charter school; e.g., Title I funds, IDEA, etc. will be used.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Describes the method by which controls over expenditures and records of expenditures will be maintained.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Appendix C-Expenditure and Revenue worksheets demonstrate that the charter school will be able to thrive financially.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provides a solid plan for sustaining the school and professional development after federal funding expires, including fund raising activities. This plan must demonstrate that the charter school can continue to operate in a manner consistent with the CSP application when CSP funds are no longer available.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. The Budget Summary (Section VII) of the PI-9600 P/I form includes only allowable expenditures.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V. Budget Criteria (Max 10 Points)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
Allowable expenditures include: <ul style="list-style-type: none"> ✓ Costs associated with preparing teachers, schools leaders, and specialized instructional support personnel ✓ Professional development, ✓ Hiring and compensating during planning – teachers, schools leaders, and/or specialized instructional support personnel. ✓ Acquiring necessary supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials). ✓ Carry out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction). ✓ Providing one-time, startup costs associated with providing transportation to students to and from the charter school. ✓ Carrying out community engagement activities, which may include paying the cost of student and staff recruitment. ✓ Providing for other appropriate, non-sustained costs related to activities in opening and preparing for the operation of charter schools. Does not use term “miscellaneous” to describe budgetary items				
Total Points Awarded for this Section (1-10)	8 /10			

Comments

OVERALL SCORE (Sum of points awarded from all sections)	41 /50		
Overall Rating	<input type="checkbox"/> Strong (45-50 points)	<input checked="" type="checkbox"/> Average (35-44 points)	<input type="checkbox"/> Weak (0-34 points)

Overall Comments



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2. Identifies proposed grades served, enrollment, and description of student population by subgroup.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describes method for attracting, recruiting, admitting, enrolling, serving and retaining educationally disadvantaged students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Brief description of the charter school curricular model is provided which includes a discussion of how student body diversity will be incorporated into best practices and how the charter school will promote diversity of educational choices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Role of governance board in school planning/operations is explained.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Describes how authorizer will monitor school performance and compliance with the contract and the quality controls agreed to between the charter school and the authorizer including any performance agreements. The description includes how the charter school's performance in the State's accountability system and impact on student achievement will be one of the most important factors for renewal or revocation of the school's charter. Description also includes how the authorizer will reserve the right to revoke or not renew the school's charter based on financial, structural, or operational factors involving the management of the charter school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I. Program Description/Mission (10 Points Max)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
7. Describes the roles and responsibilities of the charter school, potential partners, if applicable and charter management organizations including the administrative and contractual roles of the parties.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Describes how the charter school governance board has considered and planned for the transportation needs of the charter school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Total Points Awarded for this Section (1-10)	8 /10			
<p>Comments</p> <p style="text-align: center;">8 of 10 points--item #3--providing families with informatlon on p. 5 seems like a weak way to recruit ITEM 8--THERE IS NO GOV BOARD YET</p>				

II. Proposed Activities (15 Points Max)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
1. Describes the present state of the planning process or the present state of the charter school, if already in operation; the activities undertaken to date; the types of people involved in the process; the financial or other resources available; the involvement of the authorizer, administration, and staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describes the specific activities to be completed under this grant; the types of people involved in the process; the financial or other resources available; the involvement of the authorizer, administration, and staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Explains how activities will lead to improved academic achievement and are grounded in evidence-based research and data.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Describes how the charter school program will meet the educational needs of all its students, including children with disabilities and English learners.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Identifies and describes how student achievement goals will be measured each year. <i>Identifies the nationally standardized achievement test to be used fall and spring in reading and math; how it will be used to improve instruction and measure progress over time.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provides a description of how parents and other members of the community have been involved in the planning and design of the charter school including the results of the needs assessment measuring community and parent support for the new school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Proposed Activities (15 Points Max)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
7. Describes how the charter school will solicit and consider input from parents and other community members on the implementation and operation of the charter school and how parents and other members of the community are/will be involved in the implementation and continued operation of the charter school.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Identifies and describes measureable goals for the charter school and how they will be measured. a. Justifies each goal in terms of its value in improving student achievement. b. At least one goal specifically addresses how the activities are designed to improve academic outcomes for educationally disadvantaged students. c. Describes what data will be used to measure each goal at least twice annually.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Describes how the charter school will share best and promising practices with other charter schools and public schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Provides a detailed 2-3 year professional and curriculum development plan to ensure teacher and administrator competencies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Provides an activity timeline and connects each activity to the costs identified in the budget summary.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Points Awarded for this Section (1-15)	15 /15			
<p>Comments</p> <p style="text-align: center;">15 of 15 points--should do more than parent survey to get input (item 7)</p>				

III. Governance and Autonomy Criteria (Max 10 Points)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
1. Describes how the charter school will take advantage of the flexibility afforded it under state law.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If applicable, a request for waivers of any federal statutory or regulatory provisions is provided and includes a justification for the waiver which supports why the waiver is necessary for the successful operation of the charter school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describes the local school board policies that will be waived for the charter school to provide maximum flexibility and how the waivers will contribute to the success of the school (this does not apply to independently-authorized charter schools).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Describes the charter school governing board including membership names and roles of the board members, terms of office and how frequently the board meets throughout the year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Demonstrates charter school autonomy in relation to policy, budget, personnel, and curriculum decisions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Describes the administrative relationship between the charter school and the authorizer, and describes how the charter school will be managed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Describes the training that will be provided to the charter board and when it will be delivered, e.g. governing authority, Roberts Rules, finances/ budgets, fund raising, parent involvement, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Describes how the charter school will utilize effective parent, family and community engagement strategies to operate the charter school.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Describes the level and extent of parent and community support for the proposed charter school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Total Points Awarded for this Section (1-10)	8 /10			

Comments

8 of 10 points--no gov board yet so no documentation of nonstock corp --item 9 --only have mailing list of 60 families weak

IV. Equal Access Criteria (Max 5 Points)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
1. Describes how the school will assure equal access for all students regardless of gender, race, national origin, color, disability, or age factors.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describes proposed steps the charter school will take to ensure equitable access to and participation in the charter school. Description includes how the applicant will address barriers to participation that are applicable to the school and its circumstances which may include gender, race, national origin, color, disability, or age (Section 427 of GEPA).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describes how students with disabilities will be served.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Describes how all students in the community are informed about the charter school and given an equal opportunity to attend.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Describes the school's admissions policy and policy is: (a) consistent with the statutory purposes of the federal charter school program; (b) reasonably necessary to achieve the educational mission of the charter school; and (c) consistent with civil rights laws and Part B of the Individuals with Disabilities Education Act.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Equal Access Criteria (Max 5 Points)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
6. Describes the lottery policy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Points Awarded for this Section (1-5)	5 /5			

Comments

5 of 5 points

V. Budget Criteria (Max 10 Points)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
The Budget Summary (Section (VII) of the PI-9600 P/I form includes costs, explanations and justifications that are consistent with outcomes, measurable objectives and activities identified in the application narrative.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Describes how funds will be used for:				
a. Training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Consultants	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. An itemized list of expenditures and a budget narrative, consistent with the Budget Summary (Section VII) of the PI-9600 P/I form, is provided and includes a rationale for why the expenses are necessary and related to opening and preparing for the operation of a new charter school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describes how other federal funds available to the charter school; e.g., Title I funds, IDEA, etc. will be used.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Describes the method by which controls over expenditures and records of expenditures will be maintained.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Appendix C-Expenditure and Revenue worksheets demonstrate that the charter school will be able to thrive financially.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provides a solid plan for sustaining the school and professional development after federal funding expires, including fund raising activities. This plan must demonstrate that the charter school can continue to operate in a manner consistent with the CSP application when CSP funds are no longer available.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. The Budget Summary (Section VII) of the PI-9600 P/I form includes only allowable expenditures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V. Budget Criteria (Max 10 Points)	Fully Developed	Well Developed	Adequately Developed	Poorly Developed/ Not Addressed
Allowable expenditures include: ✓ Costs associated with preparing teachers, schools leaders, and specialized instructional support personnel ✓ Professional development, ✓ Hiring and compensating during planning – teachers, schools leaders, and/or specialized instructional support personnel. ✓ Acquiring necessary supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials). ✓ Carry out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction). ✓ Providing one-time, startup costs associated with providing transportation to students to and from the charter school. ✓ Carrying out community engagement activities, which may include paying the cost of student and staff recruitment. ✓ Providing for other appropriate, non-sustained costs related to activities in opening and preparing for the operation of charter schools. Does not use term “miscellaneous” to describe budgetary items				
Total Points Awarded for this Section (1-10)	9 /10			

Comments

9 Of 10 points item 6--sustainability plan needs details on page 25--letters to foundations not promising

OVERALL SCORE (Sum of points awarded from all sections)	45 /50		
Overall Rating	<input checked="" type="checkbox"/> Strong (45-50 points)	<input type="checkbox"/> Average (35-44 points)	<input type="checkbox"/> Weak (0-34 points)

Overall Comments

45 of 50 total