

(INSERT SCHOOL NAME) Application Review Team Notes
(Inset Date)

Application Review Team Round 1 Agenda:

15 MIN	INTRODUCTIONS, OVERVIEW OF PROCESS, MEETING NORMS
15 MIN	SCHOOL CULTURE
15 MIN	EDUCATION PROGRAM
5 MIN	BREAK
10 MIN	TEACHING
10 MIN	LEADERSHIP
15 MIN	OPERATIONS, GOVERNANCE & BUDGET
20 MIN	REVIEW BODY OF EVIDENCE, DEVELOP INTERVIEW QUESTIONS
5 MIN	NEXT STEPS
	- Interview on (insert date), watch and complete survey by EOD (insert date)

MEETING GOALS

- Review evidence and seek consensus about whether and how the application meets the criteria.
- Based on this evidence, develop clarifying and probing questions for the applicant interview.

DISCUSSING BIAS

- **Halo or Horn:** Assessing the application as either all high-quality or low quality – usually based on one aspect of the application.
- **Contrast Effect:** Comparing the application to your own expectations instead of those of the rubric.
- **Recency Effect:** Only focusing on recently discussed sections of the application instead of taking the entire application into consideration.
- **Easy Grader vs. Tough Grader:** Being overly harsh or overly generous with application of the rubric criteria.
- **Ecosystem Bias:** Evaluating the application based upon the impact it could have on other schools.
- **Potential vs. Actuality:** Assessing the applicant’s potential instead of what is actually written in the application.

NORMS

- Listen to understand, practice candor
- Confidentiality (i.e. Please don’t disclose any ratings or application review team impressions outside of this meeting, nor share any materials)
- Align our discussion to the rubric

- Work through discomfort and disagreement
- Rely on what is written in the application and do not bring in outside experiences about a school, model or other
- Name our biases for ourselves and/or the group
- Will be explicitly calling on individuals for content expertise or if there is variability between scores
- Additional norms?

Rating	Characteristics
Fully Developed	The response reflects a thorough understanding of the criteria, such that the reviewer has essentially no unanswered questions about the section. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to implement the criteria; and inspires confidence in the applicant's capacity to carry out the plan effectively. The application provides examples or evidence where called for in the application rubric.
Mostly Developed	The response addresses or meets an appropriate level of expectation for the criteria, leaving only a few clarifying questions for the reviewer. The application provides examples or evidence where called for in the application rubric, if available. If examples or evidence are unavailable, a timeline to determine or submit this information is stated in the application.
Partially Developed	The response meets the criteria in some respects but has substantial gaps in several areas, leaving a number of questions remaining for the reviewer. The application sometimes provides examples or evidence where called for in the application rubric.
Not Developed	The response to the criteria is undeveloped or incomplete in many areas; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out. The application does not provide examples or evidence where called for in the application rubric.

<p>Application Review Team Meeting Notes</p> <p><i>Confidential Internal Work Product -- Do Not Distribute</i></p>
<p>Section 1: Culture</p> <p>1A - Vision and Mission</p> <ul style="list-style-type: none"> ● Summary: ● Notes:

- Questions:

1B - Target Student Population

- Summary:
- Notes:
- Questions:

1C - Student Recruitment and Enrollment

- Summary:
- Notes:
- Questions:

1D - Demonstration of Community Support and Demand for the Application

- Summary:
- Notes:
- Questions:

1E - School Culture and Student Voice

- Summary:
- Notes:
- Questions:

1F - Student Discipline Policy

- Summary:
- Notes:
- Questions:

1G - Student Attendance and Satisfaction

- Summary:

- Notes:
- Questions:

1H - Parent/Guardian Involvement and Satisfaction

- Summary:
- Notes:
- Questions:

1I - School Schedule and Calendar

- Summary:
- Notes:
- Questions:

1J - Supplemental Programming and Community Partnerships

- Summary:
- Notes:
- Questions:

Section 2

2A - Pedagogy and Instructional Strategies

- Summary:
- Notes:
- Questions:

2B - Curriculum

- Summary:
- Notes:
- Questions:

2C - Scope and Sequence

- Summary:
- Notes:
- Questions:

2D - Culturally Responsive Education

- Summary:
- Notes:
- Questions:

2E - Assessments, Progress Monitoring, and Pupil Performance

- Summary:
- Notes:
- Questions:

2F - Promotion and Retention Policies

- Summary:
- Notes:
- Questions:

2G - Intervention and Acceleration

- Summary:
- Notes:
- Questions:

2H - Special Education Instruction

- Summary:
- Notes:
- Questions:

2I - Gifted and Talented Instruction

- Summary:
- Notes:
- Questions:
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2J - English Language Acquisition

- Summary:
- Notes:
- Questions:

2K - Class Size

- Summary:
- Notes:
- Questions:

Section 3

3A - Teacher Recruitment, Hiring, and Retention

- Summary:
- Notes:
- Questions:
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3B - Teacher Coaching

- Summary:
- Notes:
- Questions:

3C - Teacher Evaluation

- Summary:
- Notes:
- Questions:
 -

3D - Teacher Professional Development

- Summary:

- Notes:
- Questions:
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Section 4

4A - Leadership Capacity and Sustainability

- Summary:
- Notes:
- Questions:
 -

4B - Organizational Structure

- Summary:
- Notes:
- Questions:
 -

4C - Leadership Coaching and Evaluation

- Summary:
- Notes:
- Questions:

Section 5

5A - School Accountability Committee and Collaborative School Committee

- Summary:
- Notes:
- Questions:

5B - Charter School Board Capacity and Structure

- Summary:
- Notes:
- Questions:

5C - Charter School Oversight

- Summary:

- Notes:
- Questions:

5D - Charter School Board Status and Compliance

- Summary:
- Notes:
- Questions:

5E - Employment Policies

- Summary:
- Notes:
- Questions:

5F - Operations - Transportation

- Summary:
- Notes:
- Questions:

5G - Operations - Student Safety

- Summary:
- Notes:
- Questions:

5I - Operations - Food Service

- Summary:
- Notes:
- Questions:

5J - Facility

- Summary:
- Notes:
- Questions:

5K - Budget Narrative

- Summary:
- Notes:
- Questions:

Section 6 - Waivers

6A - District Policy Waivers

- Summary: Meets.
- Notes:
- Questions:

6B - State Statute Waivers

- Summary: Meets.
- Notes:
- Questions:

Standard Interview Questions

1. Describe the vision and mission of your proposed school and the specific need that this school would meet.
2. (To founders) What in your proposed leadership team’s background and experience has prepared you to launch and lead a successful new school, and what steps have you taken to address capacities that your team may be lacking?
3. (To Board) What are the most essential roles and responsibilities of the board in overseeing this school prior to opening and once it’s operating, and what in your background and experience prepares you to provide that?

Final Task for Application Review Team

- 10 mins: Review the application evidence in this document and in your notecatcher. In the table below, identify the most significant strengths and concerns of the application, as well as up to two priority questions/topics for questions you would recommend asking during the applicant interview.
- 10 mins: Discuss possible interview questions/topics as a group and further prioritize.

Reviewer	Priority Interview Questions
Consultant	Application Strengths: Application Concerns: Priority Interview Questions: 1. 2.
Consultant	Application Strengths: Application Concerns: Priority Interview Questions: 1.

	2.
Culturally Responsive Education	<p>Application Strengths: Application Concerns:</p> <p>Priority Interview Questions: 1. 2.</p>
Curriculum & Instruction	<p>Application Strengths: Application Concerns:</p> <p>Priority Interview Questions: 1. 2.</p>
Finance	<p>Application Strengths: Application Concerns:</p> <p>Priority Interview Questions: 1. 2.</p>
Multilingual Education	<p>Application Strengths: Application Concerns:</p> <p>Priority Interview Questions: 1. 2.</p>
Parent/Community Member	<p>Application Strengths: Application Concerns:</p> <p>Priority Interview Questions: 1. 2.</p>
Governance/Operations	<p>Application Strengths: Application Concerns:</p> <p>Priority Interview Questions: 1. 2.</p>
Special Education	<p>Application Strengths: Application Concerns:</p> <p>Priority Interview Questions: 1. 2.</p>

Priority Questions to Ask During Applicant Interview

1.

Next Steps

- Applicant interview on **DATE**
- Homework: Watch the interview and respond to a short survey **by DATE/TIME**
 - Survey will focus on whether the applicant interview resolved any of your concerns, as well as if you have any additional concerns or questions.

Application Review Team Round 2 Agenda (Per Application Review):

5 MIN	INTRODUCTIONS, OVERVIEW OF PROCESS, MEETING NORMS
10 MIN	REVIEW SURVEY RESPONSES AND STRENGTHS
20 - 40 MIN	FINALIZING ASSESSMENT OF APPLICATION QUALITY
5 MIN	NEXT STEPS
	<ul style="list-style-type: none">- Superintendent recommendation by (Inset Date) and feedback loop with application review team- Reminder of confidentiality

Meeting Goals

- Consider responses from the interview to finalize our assessment of whether and how the application meets or does not meet the application criteria.

Norms

- Listen to understand, practice candor
- Confidentiality (i.e. Please don't disclose any ratings or application review team impressions outside of this meeting, nor share any materials)
- Align our discussion to the rubric
- Work through discomfort and disagreement
- Rely on what is written in the application and do not bring in outside experiences about a school, model or other
- Name our biases for ourselves and/or the group
- Will be explicitly calling on individuals for content expertise or if there is variability between scores

Reviewing Biases

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FINALIZING APPLICATION EVIDENCE

WHAT WERE SOME STRENGTHS OF THE APPLICATION OR INTERVIEW?

•

Previously Identified Concern - Concern Addressed?	Application Section and Criteria
1. Concern Addressed? (Yes/No/Unsure) •	Title of App Section (page numbers) Relevant application criteria
2. Concern Addressed? (Yes/No/Unsure) •	Title of App Section (page numbers) Relevant application criteria
3. Concern Addressed? (Yes/No/Unsure) •	Title of App Section (page numbers) Relevant application criteria
4. Concern Addressed? (Yes/No/Unsure) •	Title of App Section (page numbers) Relevant application criteria
5. Concern Addressed? (Yes/No/Unsure) •	Title of App Section (page numbers) Relevant application criteria
6. Concern Addressed? (Yes/No/Unsure) •	Title of App Section (page numbers) Relevant application criteria

Next Steps

- We will summarize the results of these two application review team meetings (including synthesizing your written evidence), develop school-specific conditions based on the identified concerns, and will **share it with the Superintendent**.
 - This will incorporate applicant written responses to additional questions.
- Using this evidence, along with other inputs such as community feedback and other data (including enrollment viability), the Superintendent develops and submits a written recommendation to the Board on **(Insert Date)** to either approve or deny the application.
 - If we determine that aspects of the evidence require clarification in support of this process, we may follow up with individual reviewers for clarification.
 - The application review team's work is confidential until the Superintendent publicly releases his recommendations.
- Board will vote on each application at their meeting on **(insert Date)**.

DEFINITION OF A CONDITION

- A condition is a discrete component of the application that must be improved or expanded upon. A condition must be: related to an item in the rubric, specific, time-bound, and reasonable for the school to accomplish prior to opening given demonstrated capacity.
- A condition cannot be to re-write an entire section of the application or to clarify concepts across the entire application. For example, asking a school to provide a schedule for curriculum development by December is more reasonable than asking a school to rewrite its entire education program section.
- New schools are held accountable to meeting conditions, which are evaluated by district staff against quality criteria. A new school must satisfactorily complete its conditions in order to open. **Failure to satisfy any of its conditions constitutes grounds for revocation of the conditional approval of a new school.**