

Charter School Rubric Evaluation_IMA Submission

12.5.16

		Second Submission Committee Feedback		First Submission Committee Feedback	
		Rating	Notes	Rating	Notes
School Information					
	Vision, Mission, Goals	Meets Expectations		Fails to Meet Expectations	In order to meet the criteria, this section must have articulated and measurable goals. You may provide summary versions from academic goals later in this document, but are there any other measurable goals of the school (i.e. social emotional learning goals)?
	Values and Instructional Theory	Meets Expectations		Fails to Meet Expectations	In order to meet the criteria, this section must have a documented Instructional Theory. Is the Theory of Action on page 16, meant to be this? If yes, please include or reference it here.
Governance Council & Leadership Structure					
	Governance Council	Meets Expectations		Meets Expectations	
	Leadership Structure	Meets Expectations		Meets Expectations	
Student Body and Demographics					
	Student Body/ Demographics	Fails to Meet Expectations	The Committee previously requested information regarding the number of lottery exempted students. We need to know this information to understand how the school will meet their enrollment goals. This information was not provided. The Committee previously requested concrete support for enrollment targets in the plan, specifically on the Upper Elementary and Secondary level estimates. This information was not provided.	Fails to Meet Expectations	Please provide clearly stated goals for diversity of student body. Please provide your concrete thinking on your current enrollment projections, focusing on the upper elementary and junior high levels. What is your sustainability plan if these enrollment numbers aren't reached in the first few years? In all charter school cases we run a lottery and all students are in that lottery. However, there are preferences for slots within the lottery. Is this what you are asking for? As stated previously, we will not approve anything outside of DPI guidance. Therefore, we cannot allow for current IMACS students to be exempt from the lottery nor given automatic preference. Who is considered a 'founder' for the lottery preference? How many children do the 'founders' have? How many IMACS students are there that you would consider exempt, and what information do you have on their siblings to be able to calculate true expectations of the enrollment of the school and the availability for spaces to the community? Are you expecting that the sibling preferences are applicable for students even in the 3K? See comments regarding transportation below in the transportation section. We continue to have concerns about the large school attendance area. Due to Lindbergh's location and the small school size, at this time we will not recommend approval with Lindbergh in the mix.
School Data					
	Academic Achievement Data & Analysis	Fails to Meet Expectations	The Committee believes in the possibility of aggressive student growth in a high performing school; however, the basis of the growth projection on page 16 isn't adequately supported to understand the calculations or estimates being made, nor does it tell us the time it took for the school and the students to see this type of growth. Additionally, we had hoped to see the methodology behind the proficiency and growth goals were set for each line in the table provided. For example, why is there 10% gains on one student group but 25% gains in another student group? While we suspect there is good reason for these calculations, we cannot see the calculation in what was provided. For example, it states that low-income students would grow 22% while African American students would grow 44%. The Committee can't tell how the data on the subgroup level leads to the overall academic goals of the charter.	Fails to Meet Expectations	The rubric requires that goals be provided for proficiency and for student growth measures. The goals as stated, do not measure growth of the actual students (spring to fall proficiency or growth goals). Comparing district to school goals for this purpose is an apples to oranges comparison. It matters what the students levels are at when they enter the school or grade level. Is there evidence the schools referenced in this document have achieved these kinds of student growth gains across the sub-groups?
	Student access to Opportunities	Meets Expectations		Fails to Meet Expectations	Please provide more detail on how arts and world language is integrated into the school day specifically, we need more flushed out information for middle schools. Explain where, and if, after school programming is linked to the school day. Do you have any goals around how many and how often students participate in the after school activities. We are trying to understand if after-school is part of the instructional model and an intentional offering, or is it more about parental convenience.
	Other Goals	N/A		N/A	N/A
School Improvement Planning					
	School Improvement Planning Process	Meets Expectations		Meets Expectations	
Family Engagement					
	Family Engagement	Meets Expectations		Meets Expectations	
Curriculum, Instruction & Assessment					

	Curriculum	Meets Expectations		Fails to Meet Expectations	Please provide more detail on the curriculum (not just examples) of the specific course offerings, particularly in 6th to 9th grade. The rubric asks for an explanation as to how the curriculum fits the multi-tiered system of supports, specifically for our ELL students and students with a disability. It is hard to understand the curriculum through that lens. What is the process for ensuring the curriculum is culturally and linguistically responsive? 9th grade is an important grade for graduation requirements, we don't have a clear understanding how 9th graders will be set up for success in a transition to one of our high schools.
	Instructional Design	Fails to Meet Expectations	The Committee continues to have concerns about the staffing model and how it interacts with the budget plan. Using the staffing assumptions put into the application on page 24, including the teacher to student ratio and the support of an educational assistant, bilingual professional and/or special education professional supports with the population expected to be served, the support staff estimates seems to be too low to be supported within the budget plan put forward. The SEA supports and the BRS supports for the population served (especially as there may be multi-languages needed) are the main questions that remain unanswered. The Committee had hoped to see a staffing plan and/or the formula used to calculate the budget.	Fails to Meet Expectations	Committee requests more clarity on how ELL students and students with disabilities are supported in the classroom. What happens when an incoming child with an IEP needs supports beyond the traditional environment? How would these services be provided, or how would a family know what supports wouldn't be provided? The model seems to rely on bilingual certified staff, what is the staffing plan for a sustainable budget if bilingual staff cannot be hired (there is a severe shortage of bilingual staff in the State)? Due to the target attendance areas, have you considered the possibility of a higher percentage of Hmong speakers in your planning process? How are your 9th grade core courses aligned to ensure links to high school, that includes the Academic Career Plans and core courses.
	Assessment Plan	Meets Expectations		Meets Expectations	
Student Behavior Management					
	Student Behavior Management System	Meets Expectations		Meets Expectations	
Key Partnerships					
	Key Partnerships	Meets Expectations		Meets Expectations	Recommend providing more strategic connections to the extra curriculars here on the list. Are these partnerships in line with the academic strategy?
Human Resources					
	Staff Recruitment and Retention	Meets Expectations		Meets Expectations	What are the additional recruiting requirements plans for bilingual staffing?
	Staff Evaluation Plan	Meets Expectations		Meets Expectations	
Transportation					
	Transportation Plan	Meets Expectations		Meets Expectations	The application states that buses would pull from 7 different school zones. A traditional school zone serves approximately 4 routes. While very difficult to estimate, we continue to believe these costs in the budget (\$30,000) are still far below what is estimated. While difficult to estimate, it could be up to \$90,000 more. The application seems to imply that you wouldn't allow for parent contracting even if it was a cost effective. The District needs to retain the flexibility around transportation for parent contracting. We would aim to use yellow buses whenever possible, but we would need to retain the flexibility to use parent contracting or other transportation routes if yellow bus were to be cost prohibitive.
Waivers					
	Use of Statutory Waivers	Meets Expectations		Meets Expectations	
	Use of Waivers of Board Policy	Meets Expectations		Meets Expectations	The district will not allow for bees due to allergy risks. This cannot be waived. You may want to consider requesting waivers for PE and World Language (grades 6 to 9) if you are not going to explicitly offer them.
	Use of waivers of Employee Handbook	Meets Expectations		Meets Expectations	Based on the plans presented, the Employee Handbook would likely need to be waived for any unpaid family contact time above the time allotted in the Handbook. (If staff are paid, please note that line in the budget.) Based on the plans presented, the Employee Handbook would likely need to be waived for the School Calendar.
	Method of Communicating waivers to stakeholders	Meets Expectations		Meets Expectations	
Financial Operations					
	Financial Operations	Fails to Meet Expectations	Similar to the statements made in the Instructional Design sections, the budget plan provided does not appear to adequately support the staffing model articulated in the Instructional Design section of the application. The heavy reliance on external funding continues to be a concern of the Committee. There is only one, one-time \$100,00 of support provided. There were no additional fundraising plans, or backup strategies offered, as requested.	Fails to Meet Expectations	Please reconcile the class size, staffing plan and the budget spreadsheet. We tried to recreate the staffing plan based on the enrollment numbers, but it doesn't tie out to the budget spreadsheet. The student support services seems to be low based on these data points. There is a large reliance on external funding and only support for \$100,00 is provided. Please provide the fundraising plans and targets. What is your backup plan if the fundraising targets are not met? Where are the costs of the Grow Your Own tuition costs in the budget? Is the IB statement a typo in the budget? We read the document as if you were removing the IB request at this time. Are the 7 hours of extra family engagement efforts paid to staff? If yes where is it in the budget? If no, this would be a waiver. Food Service must break even, you are not allowed to move profits from food service into operational costs. The viability of the model is heavily influenced by how many students are new versus how many are moving from an existing school. We read your assumptions to assume that 2/3 of the students would be 'new'.

Facility/Safety Planning					
	Facility Plan	Meets Expectations		Fails to Meet Expectations	As stated in the document, the facility holds 193 students under current configuration. However, the enrollment projections in year one are 223. Additionally, the budget doesn't include any build out costs. Please describe how the current facility square footage allocated will be used to house all students.
	Process for ensuring health and safety of students	Meets Expectations		Meets Expectations	
Legal Requirements					
	Process to ensure legal compliance			Meets Expectations	
	Process for ensuring equitable access to all students			Meets Expectations	