

**Charter School Full Application Rubric Review\_IMA  
11.11.16**

		Committee	
		Rating	Notes
<b>School Information</b>			
	Vision, Mission, Goals	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	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.
<b>Governance Council &amp; Leadership Structure</b>			
	Governance Council	Meets Expectations	
	Leadership Structure	Meets Expectations	
<b>Student Body and Demographics</b>			
	Student Body/ Demographics	Fails to Meet Expectations	<p>Please provide clearly stated goals for diversity of student body.</p> <p>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?</p> <p>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?</p> <p>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.</p> <p>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?</p> <p>Are you expecting that the sibling preferences are applicable for students even in the 3K?</p> <p>See comments regarding transportation below in the transportation section.</p> <p>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.</p>
<b>School Data</b>			
	Academic Achievement Data & Analysis	Fails to Meet Expectations	<p>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.</p> <p>Is there evidence the schools referenced in this document have achieved these kinds of student growth gains across the sub-groups?</p>
	Student access to Opportunities	Fails to Meet Expectations	<p>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.</p> <p>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.</p>
	Other Goals	N/A	N/A
<b>School Improvement Planning</b>			

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	School Improvement Planning Process	Meets Expectations	
<b>Family Engagement</b>			
	Family Engagement	Meets Expectations	
<b>Curriculum, Instruction &amp; Assessment</b>			
	Curriculum	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	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	
<b>Student Behavior Management</b>			
	Student Behavior Management System	Meets Expectations	
<b>Key Partnerships</b>			
	Key Partnerships	Meets Expectations	Recommend providing more strategic connections to the extra curriculums here on the list. Are these partnerships in line with the academic strategy?
<b>Human Resources</b>			
	Staff Recruitment and Retention	Meets Expectations	What are the additional recruiting requirements plans for bilingual staffing?
	Staff Evaluation Plan	Meets Expectations	
<b>Transportation</b>			
	Transportation Plan	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.
<b>Waivers</b>			

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	Use of Statutory Waivers	Meets Expectations	
	Use of Waivers of Board Policy	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	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	
<b>Financial Operations</b>			
	Financial Operations	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'.
<b>Facility/Safety Planning</b>			
	Facility Plan	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	
<b>Legal Requirements</b>			
	Process to ensure legal compliance	Meets Expectations	
	Process for ensuring equitable access to all students	Meets Expectations	