APPENDIX E – Part I
SPECIAL EDUCATION ISSUES

Charter Applicants to Consider During the Planning Phase

Human Resources

- How many students with disabilities should we estimate that our school will enroll?
- How many special education teachers will we need to employ?
- What kind of certification will the special education teachers need?
- How does our state define “highly qualified” teachers according to NCLB and “qualified personnel” under IDEA?
- Can our school hire dual-certified teachers?
- Can we hire part-time or retired special education teachers?
- Will we need to hire staff for health-related issues?
- What are the implications for salaries and benefits if we hire full- versus part-time employees?

Curriculum and Assessment

- What curricula and instruction will our school offer?
- How will we modify the curriculum and instructional delivery to address the unique needs of children with disabilities?
- How can we train general and special education teachers to modify/adapt the curriculum and instructional approach for children with disabilities in inclusive classrooms?
- How will our school include children with disabilities in required assessments or develop alternate assessment?
- How will curriculum and assessment decisions be considered and monitored by IEP teams and staff?

Professional Development

- How will our school provide teachers with professional development?
- Will teachers need any specialized professional development related to educating and including children with disabilities?
- Does the district or the state operate a professional development program or network that we can utilize?

Administration
Who will administer the special education program?
Who will be responsible for collecting, managing and reporting data related to children with disabilities?
Can we create our own system to administer special education or will we adopt the policies/procedures dictated by our authorizer, local district, or other administrative unit?
How will our school handle student records and other school property appropriately in the event of closure of the charter school?

**Special Education Funding**

How will federal, state and local special education dollars flow?
What does our school need to budget for special education during the first year of operation?
Do we need to prepare financially to enroll a student with significant special needs?

**Facilities**

Where will we conduct student evaluations?
Where will we conduct IEP meetings?
Where can we store confidential student records?
Where will we provide pullout services?
Where can related services personnel meet with individual students?
Are entrances, classrooms, common areas and bathrooms accessible to individuals—including adults—with physical disabilities?
Does the facility have space for a nurse to store and administer medications or use medical equipment?

**Transportation**

How will our school meet transportation needs of students who receive transportation as a related service articulated on their IEP?
Where will we access transportation for a student in a wheelchair?
APPLICATION REVIEWERS GUIDE

Each reviewer is asked to consider the major elements of the proposal as outlined below. A companion-recording sheet is available for your use. Each applicant has been asked to respond to these ten sections of the application. Each reviewer should evaluate the document as to how well the applicant has responded in a meaningful and informative manner about how they would operate a charter school. This review model does not use a numeric rating system, but relies on each reviewer's summary judgment of the elements and then requires a final recommendation as discussed below.

Critical elements from the application guidelines

1. **School Design:** The school must have a clear mission and an overall purpose for the educational program that meets the need of students from the city of Milwaukee. Does the application satisfy this standard? The design of the school must be grounded in research and have unique aspects that will bring a new educational offering to the students. Does the application satisfy this standard?

2. **Governance and Leadership:** For long term development the charter school will need an effective governance structure. Does the application identify a governance mechanism that reflects the elements identified in the application? Are there clear lines of authority established in the governance structure and are parents allowed the opportunity to participate in governance at the school? Does this application suggest that potential issues of discrimination (disability, gender and race) would be of concern?

3. **Community and Parent Engagement:** For the school to maintain long term viability it must have community involvement, be responsive to the community, and be in partnership with other community entities. Does the application satisfy this standard?

4. **Marketing, Recruiting, and Admissions:** For the school to recruit students it must have a viable marketing and recruitment plan. Does the application satisfy this standard? Charter schools are public schools open to all students. Does the school have an appropriate plan to admit students without discrimination? Do the plans meet state and federal requirements?

5. **Faculty and Staff:** A good school program should be based on effective staff recruitment and on-going staff development. Have the developers effectively addressed these concerns? Does the plan provide a mechanism to recruit licensed faculty members and obtain licensure for those members not immediately meeting the requirement?
6. **Curriculum**: Effective schools need to have an integrated model of curriculum and instruction. From what is described in the application have the applicants developed a curriculum that meets the needs of students in the city of Milwaukee as well as identified strategies for addressing the needs of at-risk youth? Does the applicant cite research support for its curriculum? Is the mission reflected in the educational program?

7. **Accountability**: Charter schools must meet standards of accountability, both fiscal and programmatic. Have the applicants provided a model of accountability that will be generally accepted by the public and have they implemented the testing standards required in the statutes (achievement testing)? Have the applicants described how these standards will be integrated into the instructional process to improve student performance?

8. **Educational Support Processes**: A school should have an educational program that is a well-defined plan of operation; understood by staff, students and parents alike. Does the plan of operation suggest a daily organizational structure that is meaningful, meets accepted standards for health and safety, and reflects the educational program? Can you identify standards for behavior and disciplinary practices to be used by the program?

9. **Special Education**: A school should articulate a rudimentary plan regarding governance, service delivery and financing of special education. It is critical that applicants demonstrate that they have a well conceived, feasible plan to access the capacity they will need to meet their legal responsibilities. In addition, applicants should provide some or all of the following plans:

10. **Business and Financial Operations**: Charter schools need solid fiscal plans and management strategies. Do the personnel have the expertise to properly manage the financial affairs of the school? Is the business plan suggested in the application realistic given the state per pupil allocation? Does the financial analysis appear to be realistic and have the developers given due consideration to all major elements of a business plan including marketing, student recruitment strategies and funding raising strategies? Has the applicant identified a school building? Does the applicant have sufficient assets to lease/purchase and operate a site?

11. **Legal Requirements and Procedures**: Charter schools must be operated in accordance with all applicable federal and state charter school laws and requirements. Does the applicant understand the legal requirements and have the ability to operate within these requirements?
Summary Recommendation of Reviewer

In summary, has the applicant provided a clear and well thought out program that can offer a viable educational opportunity for children in the city of Milwaukee? The original report to the Chancellor and the Prospectus stressed the ideas that these programs were to be innovative, contribute to reform efforts and meet the challenges of urban education.

Please use the following statements to frame your recommendation:

1. Acceptable and should be considered for potential charter status

2. Not Acceptable and should not be considered for charter status.

3. Application has potential but additional information is needed. (Note, reviewer must specify the areas of concern. This can include information needed for clarification, suggested revisions and information that might make the application more complete).

Reviewers are asked to consider the whole document and not to focus on one aspect in making a final recommendation. It is anticipated that the applicant interviews and committee discussion may impact final recommendations.

Process to be followed to incorporate reviewer comments and recommendation to the Office and the Chancellor:

1. All reviewers will be expected to make a summary judgment using the same rating scale as described above.

2. After reviewer comments have been completed the Review Team as a whole will make recommendations to the Office Director who will compile a letter to each applicant detailing their status within the application process. In cases where additional information is required, the Director shall secure the requested information for the Review Team prior to a final recommendation to the Office and the Chancellor.

3. In cases where a majority of reviewers recommend charter status and others do not, the Office Director shall compile a listing of the issues and concerns and forward them to the Office and the Chancellor for a final determination.

4. When the Review Team makes an acceptable recommendation, the Center shall review the results and make a summary recommendation to the Chancellor. The Chancellor shall be informed in a summary fashion about the program, substantive basis for the recommendation and a timeline for potential implementation of the charter. The Office Director shall prepare these documents for the Review Team and the Office.

5. The recommendation of the Chancellor shall be final in these matters. If the Chancellor decides not to accept the recommendation, the Review Team and the Office shall be informed of the Chancellor's decision.
UWM Charter School Application Evaluation Instrument

Name of Proposed Charter School: __________________________
Date: ______________________

Name and Title of Person Completing Assessment: ______________________

Overall Assessment (complete this last)  
_____ Accept for further consideration  
_____ Deny  
_____ Resubmit with modifications for further consideration

Reviewers, please use this instrument to guide your assessment of the 11 critical elements of the application. The last page offers a space to make your final recommendation and provide evidence to support your recommendation. Bring this completed tool with you to the Application Committee Meeting on September 18th as it will drive our discussion. Thank you.

Each section presents criteria for a response that meets the application requirement, these criteria should guide the overall rating for the section. The Strengths and Concerns boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

**Meets the Standard:** The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

**Partially Meets the Standard:** The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

**Does Not Meet the Standard:** The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issue in concept and/or ability to meet the requirement in practice.

1. **School Design**

**Key Questions:** The school must have a clear mission and an overall purpose for the educational program that meets the needs of students from the city of Milwaukee. Does the application satisfy this standard? Is the design of the school grounded in research? Does it have unique aspects that will bring a new educational offering to the students?

**Evaluation Criteria:**
A response that meets the standard will:
1. Provide the name of the proposed charter school.
2. Provide the name(s), address(s), telephone number(s), and email address(s) of the organization or individuals submitting the application to create a charter school; 118.40(1m)(b) 1.
3. Identify how the school will operate as a legal entity under Wisconsin law.
4. Describe the student body to be served by the school and, for each of the first five years, indicate the grades the school will house, the number of expected students per grade, and the expected number of students per class.
5. State the mission and vision of the school.
6. State the core beliefs of the school.
7. Explain how the mission, vision, and core beliefs are grounded in specific research.
8. Note the unique aspects of the school and explain why the community needs this school.
9. Describe how the mission and core beliefs will drive decision-making during the development and operation of the school.
10. Characterize the school culture desired for the school and how this culture will be established.
11. Describe the process that will be used to develop an initial strategic plan.

Place an “x” in the box below that fits your analysis of the requirements and use the additional space to indicate strengths and areas of concern:

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2. Governance and Leadership

Key Questions: For long term development the charter school will need an effective governance structure. Is there evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school? Are there clear lines of authority established in the governance structure and are parents allowed the opportunity to participate in governance at the school? Does this application suggest that potential issues of discrimination (disability, gender and race) would be of concern?

Evaluation Criteria:
A response that meets the standard will:

1. Identify the organization and individuals involved in the development of the school.
2. Describe how this organization and/or these individuals individually and collectively, embody the characteristics, skills, and experience necessary to establish the school as an effective, stable organization.
3. Describe the board that will be created to lead the school.
4. Describe the process to be used for the selection of board members.
5. State the general duties of board members.
6. Explain how the governance of the school will embody principles of democratic management, including but not limited to parental participation; 118.40(1m)(b)6.
7. Explain how the board will establish policy and work with the staff to promote the goals of the program.
8. Attach a copy of the by-laws of the board (if available).
9. Attach a copy of articles of incorporation as defined by Wisconsin law.
10. List the names and occupations of individuals who will serve on the initial school board (if available).
11. Explain how the school will operate in terms of lines of authority and responsibility. Include an organization chart.
12. Identify the position(s) and the level of expertise of the individual(s) responsible for managing the school and the manner in which administrative services will be provided; 118.40(1m)(b)2.
13. Identify the criteria to be employed in hiring the school director/principal.
14. If the charter school will be managed/operated by a third party, identify the organization and its role in the charter school operation.

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3. **Community and Parent Engagement**

**Key Questions:** For the school to maintain long term viability it must have community involvement, be responsive to the community, and be in partnership with other community entities. Does the application satisfy this standard?

**Evaluation Criteria:**
A response that meets the standard will:

1. Describe the community the school will serve.
2. Explain how the community has been involved in developing the school.
3. Explain how the community will be involved in the operation of the school.
4. Describe community partnerships the school will have or hopes to have.
5. Describe how relationships to attract and retain students, enhance student learning, and satisfy students and stakeholders will be built.
6. Describe how requirements, expectations, and preferences of students, parents, and other stakeholders will be determined.

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4. **Marketing, Recruiting, and Admissions**
Key Questions: For the school to recruit students, it must have a viable marketing and recruitment plan. Does the application satisfy this standard? Charter schools are public schools open to all students. Does the school have an appropriate plan to admit students without discrimination? Do the plans meet state and federal requirements?

Evaluation Criteria:
A response that meets the standard will present:
1. Describe the marketing program that will be used to inform the community about the school.
2. Explain how students will be recruited for the program.
3. Describe the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the school district population; 118.40(1m)(b)9.
4. Describe admission policies and practices to be used to enroll students the first year and succeeding years; 118.40(1m)(b)10.
5. Describe strategies to be employed when, and if, more students apply for admission than there are seats available.

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5. Faculty and Staff

Key Questions: A good school program should be based on effective staff recruitment and on-going staff development. Have the developers effectively addressed these
concerns? Does the plan provide a mechanism to recruit licensed faculty members and obtain licensure for those members not immediately meeting the requirement?

**Evaluation Criteria:**
A response that meets the standard will:

1. Identify how administration, faculty and staff will be recruited and how the school will ensure the quality of the workforce.
2. Describe how job requirements, compensation, career progression, workforce practices, and work environment will motivate faculty and staff to achieve high performance.
3. Describe how the faculty and staff education and training programs will support the achievement of overall objectives.
4. Describe how the work environment will foster learning and continuous improvement for both staff and students.
5. Describe how the school will meet the requirement that all instructional staff hold a license or permit to teach issued by the Department of Public Instruction; 118.40(1m)(b)7.

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6. **Curriculum and Instruction**

**Key Questions:** Effective schools need to have an integrated model of curriculum and instruction. From what is described in the application, have the applicants developed a curriculum that meets the needs of students in the city of Milwaukee as well as identified strategies for addressing the needs of at-risk youth? Does the applicant cite research support for its curriculum? Is the mission reflected in the educational program?
**Evaluation Criteria:**
A response that meets the standard will present a curriculum plan that:

1. Describes the educational program of the school; 118.40(1m)(b)3.
2. Identifies the content of the instructional program.
3. Characterizes the instructional methodology to be utilized by the faculty; 118.40(1m)(b)4.
4. Explains how chosen instructional content and methodology will achieve the school’s objectives.
5. Describes the research that supports this approach to educating children.
6. Describes the program design, methods and strategies for serving students with disabilities and for complying with all related federal laws and regulations.
7. Describes the program design, methods, and strategies for serving students who are English language learners and for complying with all related federal laws and regulations.

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7. **Standards, Assessment, and Accountability**

**Key Questions:** Charter schools must meet standards of accountability. Have the applicants provided a model of accountability that will be generally accepted by the public and have they implemented the testing standards required in the statutes (achievement testing)? Have the applicants described how these standards will be integrated into the instructional process to improve student performance?

**Evaluation Criteria:**
A response that meets the standard will:
1. Describe the standards on which the educational program will be based.
2. Describe how pupil progress to attain the educational goals and expectations of the State of Wisconsin will be determined; 118.40(1m)(b)5.
3. Describe the requirements for high school graduation (if applicable).
4. Define how the results of the educational program will be assessed.
5. Describe the student achievement goals that will be met during the first five years of operation.
6. Describe how the school will ensure the quality and availability of needed data and information.
7. Describe how standards, assessment, and accountability will be integrated into a coordinated system.
8. Describe how effective performance management systems will be provided to improve student and organizational performance.
9. Describe the school calendar for the first year of operation, the number of days of instruction to be provided during that year, the length of the school day, and the number of minutes of instruction per week for each subject.

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8. Educational Support Processes

**Key Questions:** A school should have an educational program that is a well-defined plan of operation; understood by staff, students and parents alike. Does the plan of operation suggest a daily organizational structure that is meaningful, meets accepted standards for health and safety, and reflects the educational program? Can you identify standards for behavior and disciplinary practices to be used by the program? Does the plan describe a clear plan for meeting the broad spectrum of educational needs of special education students?
Evaluation Criteria:
A response that meets the standard will:
1. Describe how key processes for design and delivery of the educational program will be managed.
2. Describe how instructional content and methodology will be continuously improved.
3. Explain the procedures for ensuring the health and safety of students; 118.40(1M)(B)8.
4. Identify the procedures for school discipline, suspension, and potential removal of a child from the program; 118.40(1M)(B)12.
5. Describe the methodology for maintaining pupil records and ensuring accurate record keeping in regard to student attendance, achievement, health, activities and emergency contacts. Attach the student record plan and related policies and practices.
6. Identify key student services and how they will be managed.
7. Describe how key processes that support daily operations will be managed.
8. Describe the special education program to be provided including governance, pupil identification, development of IEP's, delivery of special education and related services and program financing.
9. A clear description of how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment.

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Educational Support Processes…continued

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9. **Business and Financial Operations**

**Key Questions:** Charter schools need solid fiscal plans and management strategies. Do the personnel have the expertise to properly manage the financial affairs of the school? Is the business plan suggested in the application realistic given the state per pupil allocation? Does the financial analysis appear to be realistic and have the developers given due consideration to all major elements of a business plan including marketing, student recruitment strategies and funding raising strategies? Has the applicant identified a school building? Does the applicant have sufficient assets to lease/purchase and operate a site?

**Evaluation Criteria:**
A response that meets the standard will present:

1. Identify the individuals and their level of expertise who were involved in developing the schools financial plan.
2. Identify the position and the level of expertise of the individual(s) who will be responsible for managing the business aspects of the school.
3. Identify how capital required to plan and open the school will be obtained. If funds are going to be borrowed, identify potential lenders and the amount of the loan required.
4. Identify the potential site of the school, how the site will be procured, the estimated cost of procurement, and the estimated cost of construction and/or renovation.
5. Provide a description of the school facility, or proposed facility and its layout. Include the number and size of classrooms, common areas, and recreational space. Identify the level of handicapped accessibility; 118.40(1M)(B)14.
6. Describe the transportation arrangements made for the charter school students.
7. Describe how food services will be provided for students.
8. Provide revenue and expenditure budgets for the first three years of operation.
9. Provide a projected cash flow statement for the planning stage and the first year of operation.
10. Identify the critical levels of enrollment and revenue required to insure sufficient cash flow for program operation.
11. Show how the budget addresses the unique aspects of the school.
12. Describe the plan for annually auditing the schools finances and identify the firm which will conduct the audit (if selected); 118.40(1M)(B)11.
13. Present a plan for raising funds needed beyond the per-pupil allocation provided under state law.

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| Concerns and Additional Questions | Reference |
10. Legal Requirements and Procedures

**Key Questions:** Charter schools must be operated in accordance with all applicable federal and state charter school laws and requirements. Does the applicant understand the legal requirements and have the ability to operate within these requirements?

**Evaluation Criteria:**
A response that meets the standard will present:

1. List the legal requirements for operating a public charter school.
2. Describe the policies and procedures developed to address these requirements.
3. Describe the level and types of insurance coverage the board will provide.
4. Explain the school’s student records plan for developing and maintaining student achievement, health, emergency contact, high school credit, activities, and the like.
5. Identify how students, staff, faculty, and parents will gain an understanding of the rights and responsibilities these requirements create.

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Reviewers, please use your review of the 10 criteria to make a decision regarding your recommendation for the application below.

**Overall Assessment**
### Summary Recommendation: Check One

**Approve:** Application is acceptable and should be considered for potential charter status

| Superior | This proposal is very well developed and can contribute to school reform efforts to improve the quality of education for children at-risk and children living in the City. The program plan and evaluation components are outstanding and will add to our understanding of education. |
| Satisfactory | The proposal is sufficiently well developed that granting of charter status for planning purposes is realistic. |

**Deny:** Application is not acceptable and should not be considered for charter status. *Use the space below to indicate rationale.*

| Unsatisfactory | The proposal requires extensive work and the planning group needs to reevaluate its goals for the program. Working with a consultant may be advisable. |
| Does not fit within University's charter expectations | The proposal is lacking in research to support the program design and may wish to seek a charter from an organization other than the University. |

Rationale:

**Revise:** Application has potential but additional information is required. *Use the space provided to specify area of needing revisions.*

| Needs Work | The proposal lacks in completeness and should be returned for further work to be submitted at a later date for further consideration. |

Revisions Needed: