



**Wisconsin Department of Public Instruction – Charter School
Sub-grant Application Reviewer Benchmarks**
(Rev 10-2019)

Chartering Authority Name	Charter School Name
Type of Grant: <input type="checkbox"/> Implementation <input type="checkbox"/> Replication <input type="checkbox"/> Expansion	Planning Year: <input type="checkbox"/> Yes <input type="checkbox"/> No

Section	Points
Section I: Program Description/Mission	/5
Section II: Proposed Activities	/10
Section III: Governance and Autonomy	/10
Section IV: Equal Access	/10
Section V: Budget	/5
Complete One of the Following Lines	
Section VI: Implementation Grants Only	/10
Section VII: Replication and Expansion Grants Only	/10
Total (Sum of points awarded from all sections)	/50
Overall Rating	<input type="checkbox"/> Strong (45-50 points) <input type="checkbox"/> Average (35-44 points) <input type="checkbox"/> Weak (0-34 points)
Overall Comments	

I. Program Description/Mission (5 Points Max)	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
1. Describes how the mission directly relates to <i>at least two</i> of the following: <ol style="list-style-type: none"> Increasing access to educationally disadvantaged students Reducing and eliminating the achievement gap for educationally disadvantaged students Serving students at-risk of dropping out or who have previously dropped out Increasing the overall graduation rate Increasing career and college readiness 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describes the educational/curricular model of the charter school being proposed, expanded, or replicated. Explains how the program promotes a diversity of educational options within the community served and is responsive to students most in need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describes how, consistent with the definition of a charter school under federal law, the new, replicated, or expanded charter school will take advantage of the autonomy and flexibility afforded to charter schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Using a timeline, describes the present state of the planning process; the activities undertaken to date; the variety of stakeholders involved in the process; the financial or other resources available; and the involvement of the authorizer, administration, and staff. Provides a description of how families and other members of the community have been involved in the planning and design of the new or expanded charter school and provides examples of how feedback from stakeholders has impacted the planning and design process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <i>Review the response and the letters of support in Appendix B.</i> Describes the community served and the level and extent of family and community support for the new or expanded charter school, including the need that the new or expanded charter school will meet. Explains how community and family support for the new or expanded charter school has been assessed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. For each year of the grant, uses one or more tables to provide the grades served and projected enrollment by grade level. Disaggregates student population data by ethnicity/race and by educationally disadvantaged student subgroups (economically disadvantaged students, students with disabilities, migrant students, English language learners, neglected or delinquent students, and homeless students). Only includes students attending on a fulltime basis. Explains the projections. Expansion grant applicants must explain the projected significant increase in enrollment and/or grades to be added to existing high-quality charter school. <i>Review the authorizer approval in Appendix C.</i> The projected enrollment and grades served described in this section must be consistent with the evidence of authorizer approval in Appendix C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I. Program Description/Mission (5 Points Max)	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Total Points Awarded for this Section (1-5)	/5			
Comments				

II. Proposed Activities (10 Points Max)	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Activities conducted under this grant must be directly related to opening and preparing for the operation of a new, replicated, or expanded high-quality charter school.				
1. Describes the specific activities to be completed under this grant; the variety of stakeholders involved in the process; the financial resources and community resources available; and the involvement of the authorizer, administration, and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describes how student achievement will be measured each year. Identifies the nationally standardized achievement test to be used fall and spring in reading and math. Explains how formative and summative assessments will be used to improve instruction, and how it will be used to measure progress over time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>Review the response and the performance measures in Appendix D.</i> Uses the table to identify between four and ten performance measures for the charter school. Performance measures are specific, measurable, and achievable. Performance measures include baseline data, if applicable, and annual targets. At least one of the performance measures must relate to a nationally standardized achievement test in reading and math, and at least one must be measurable during the planning year, if applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Justifies each performance measure in terms of its value in improving student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Explains how at least one performance measure specifically addresses activities designed to improve academic outcomes for educationally disadvantaged students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Describes how each performance measure is specific and measurable at least twice annually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Describes how the charter school will share best and promising practices with other charter schools and traditional public schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. As applicable, describes how grant funds will be used for: (a) training, (b) consultants, (c) coaches, (d) curriculum development, (e) purchases, (f) outreach, (g) student recruitment, (h) staff recruitment, (i) planning year salaries, extended contracts, and substitute teachers. Expenses must align with the activities described in this section.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Proposed Activities (10 Points Max)	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Total Points Awarded for this Section (1-10)	/10			
Comments				

III. Governance and Autonomy Criteria (Max 10 Points)	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
1. Describes how the 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. 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. Also, describes 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 school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. For DPI use only.				
3. Charter schools must have a separate governance board that is legally able to contract with the authorizer. Under federal policy, no employees or officers of the authorizing entity may hold membership on the charter school's governing board. The governance board of a grantee must be a non-stock corporation/non-profit entity under Wisconsin law. Funding will not be made available until proof of non-stock/non-profit status and other required documents are provided.				
a. Provides a description of the governing board, including the roles of board members and the unique skills and diversity of perspectives sought. For schools with existing boards, provide the names of the board members and describe how board members are qualified to oversee the operation of the charter school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Describes the election of members, length of terms of office, and frequency of meetings. Describes how the governance board ensures arm's length transactions with the authorizer and all other entities transacting with the governance board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Describes the authority this governing board has to make decisions regarding the operation of the charter school including: (a) personnel, (b) curriculum, (c) local assessments, (d) policy development, (e) budget and expenditures, and (f) daily operations. Applicant must demonstrate how it will ensure that the governance board maintains a high-level of autonomy and independence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Includes a description of the administrative relationship between the charter school and the authorizer. Describes any services the authorizer will provide the school and describes how the charter school will be managed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Describes how the charter school will solicit and consider input from stakeholders, including parents and other community members on the implementation, expansion, or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

replication and the operation of the charter school, including how the charter school will support the use of effective parent, family, and community engagement strategies in its operation.				
7. Describes the roles and responsibilities of the charter school, including any potential partners and charter management organizations, if applicable. Includes the administrative and contractual roles and responsibilities of the parties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Points Awarded for this Section (1-10)	/10			
Comments				

IV. Equal Access Criteria (Max 10 Points)	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
1. Provides a description of how the charter school assures equal access for all students regardless of sex, race, ethnicity, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, gender, or physical, mental, emotional, or learning disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. As required by section 427 of the General Education Provisions Act (GEPA), describes proposed steps that will be taken to ensure equitable access to, and participation in, the charter school. The statute, which allows applicants discretion in developing the required description, highlights six types of barriers (gender, race, national origin, color, disability, or age) that can impede equitable access or participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describes how the school plans to attract, recruit, admit, enroll, serve, and retain educationally disadvantaged students equitably and inclusively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Describes how the school plans to recruit and retain a diverse staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provides a description of how students and families in the community are informed about the charter school and given an equal opportunity to attend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Describes how the charter school will meet the educational needs of all its students, including children with disabilities and English language learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Provides the admissions policy for the school, including how the admissions policy is: (a) consistent with the statutory purposes of the federal charter schools program, (b) reasonably necessary to achieve the educational mission of the charter school, (c) consistent with civil rights laws and Part B of the Individuals with Disabilities Education Act (IDEA), and (d) other applicable state and federal law.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Provides a description of the random lottery process to be implemented if more students apply for admission than can be accommodated in the charter school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Describes how the charter school governance board has considered and planned for the transportation needs of students. If the school does not or will not provide transportation, explain how the school will ensure access for students without means of transportation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. DPI use only				

IV. Equal Access Criteria (Max 10 Points)	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Total Points Awarded for this Section (1-10)	/10			
Comments				

V. Budget Criteria (Max 5 Points)	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
<p><i>Review the Budget Summary form (PI-9600-BS) attached as Appendix E. Expenses must align with the outcomes, measurable objectives, and activities related to opening and preparing for the operation of the new or expanded charter school identified in the application narrative. Budget form (PI-9600-BS) must contain allowable costs related to the specific outcomes and proposed activities to be completed during the grant period.</i></p> <p>Allowable Costs: Per the federal regulations included in Section 4303(h) of the ESSA, an eligible applicant may use subgrant funds to support activities related to opening and preparing for the operation of a new charter school which can include:</p> <ol style="list-style-type: none"> a. Preparing teachers, schools leaders, and specialized instructional support personnel <ol style="list-style-type: none"> 1) Professional development, 2) Hiring and compensating during planning – teachers, schools leaders, and/or specialized instructional support personnel. b. Acquiring necessary supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials). c. Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction). d. Providing one-time, startup costs associated with providing transportation to students to and from the charter school. e. Carrying out community engagement activities, which may include paying the cost of student and staff recruitment. f. Providing for other appropriate, non-sustained costs related to activities in opening and preparing for the operation of the charter school. <p>Applicants must ensure that all costs included in the proposed budget are allowable, reasonable and necessary in light of the goals and objectives of the grant application. Any costs determined to be unallowable, unreasonable or unnecessary will be removed from the final budget and a revised budget will be required.</p>				
1. Provides an explanation of the costs justifying how they relate to opening and preparing for the operation of a new or expanded charter school and why they are necessary. If requesting a 12-month planning period, clearly indicates which costs pertain to the planning period.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describes how other federal program funds available to the charter school; e.g. Title I and IDEA funds, will be used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V. Budget Criteria (Max 5 Points)	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
3. Describes the method by which controls over expenditures and records of expenditures will be maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <i>Review the Expense and Revenue Worksheet attached as Appendix F.</i> Includes the total projected cost of operating the charter school for each of the next five years. (Note: The budget worksheets should include all expenditures and revenues from state, local, federal and other funds, including the anticipated federal charter school grant funds. Provides explanatory information for the Expense and Revenue Worksheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provides a sustainability plan and explains how the school's innovative offerings and professional development will be sustained and continued after the charter school grant expires, including a multi-year financial and operating model. This should include fundraising activities by the charter board, maintenance of current staff, governance board sustainability, community involvement, etc. This plan must demonstrate that the charter school can continue to operate in a manner consistent with this application when grant funds are no longer available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Points Awarded for this Section (1-5)	/5			
Comments				

VI. Implementation Grants Only (10 Points)	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
1. Local school board policies will not apply to the charter school unless they are specifically listed in the charter contract. Identifies school board policies that will be waived for this charter school and how the waiver(s) will support the operation of the charter school. This question does not apply to independently authorized charter schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provides a detailed 2-3 year professional and curriculum development plan to ensure teacher and administrator competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describes the training that will be provided to the charter board and when it will be delivered, e.g., governing authority, Roberts Rules, by-laws, finances/budgets, fund raising, equity, family involvement, policies/procedures, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Describes how the activities will lead to improved student academic achievement, including how the activities are grounded in evidence-based research and data. Describes the school and board's plan for evaluating the success of these activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Describes what best practices will be utilized to close achievement gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. If applicable, lists any charter schools that have closed in the community within the last five years. For each school that closed, explains the circumstances contributing to the closure(s) and explains how the proposed school will address those circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VI. Implementation Grants Only (10 Points)	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
7. Describes student discipline practices that are or will be employed at the school and how these practices are or will be implemented equitably.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Points Awarded for this Section (1-10)	/10			
Comments				

VII. Replication and Expansion Grants Only (10 Points)	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
1. <i>Review the data provided in Appendix G.</i> These data must demonstrate three years of evidence of the charter school's significant improvement in student achievement, including positive outcomes for each subgroup of students (economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English language learners) and for educationally disadvantaged students (economically disadvantaged students, students with disabilities, migrant students, English language learners, neglected or delinquent students, and homeless students).				
a. Within Appendix G, provides student assessment results for all students and for each subgroup of students for the last three (3) years of the charter school's operation. Applicants are encouraged to submit data from multiple assessments that provide evidence of student academic improvement trends over time. The data and explanatory information provided must show substantial progress in improving student academic achievement. Provides any explanatory information for the data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Within Appendix G, provides attendance and student retention data for the three (3) most recently completed school years for all students and for each subgroup of students. Provides any explanatory information for the data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Within Appendix G, provides suspension and expulsion rates for the past three (3) years for all students and each subgroup of students. Provides any explanatory information for the data and demonstrates that the school's use of discipline is fair and not excessive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Within Appendix G, provides graduation rates, if applicable, for the last three (3) years of operation for all students and for each subgroup of students. Provides any explanatory information for the data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Within Appendix G, provides a copy of the school's last three (3) school accountability reports (School Report Card). Provides any explanatory information for the data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Within Appendix G, if applicable, provides any additional data as evidence of significant improvement in student achievement, including positive outcomes for students with disabilities and educationally disadvantaged students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provides information on significant compliance and management issues encountered within the last three (3) school years and how compliance issues were resolved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. If the applicant previously received a subgrant under this funding, describes how the activities will be different from the activities in the previous grant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Discusses how the existing high-quality charter school is thriving and financially viable and how the newly replicated or expanded charter school will thrive and be financially viable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. <i>Review the authorizer's most recent charter school annual report attached as Appendix H.</i> Provides any explanatory information for the authorizer report.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. <i>Review the governance board minutes for the past 12 months attached as Appendix I.</i> Provides any explanatory information for the governance board minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Points Awarded for this Section (1-10)	/10			

Comments