



WASHINGTON STATE CHARTER SCHOOL COMMISSION

# NEW CHARTER SCHOOL APPLICANT ORIENTATION WEBINAR

For Schools Opening in the 2018-2019 School Year

Cathy Fromme, Director, New School Applications

*December 14, 2016*



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# New Charter School Applicant Orientation

## **AGENDA:**

- About the Commission
- The Charter Bargain & The New School Application Process
- Timeline Review
- Evaluation Process Overview
- Application Content & Expectations
- Question & Answer



## NEW CHARTER SCHOOL APPLICATION ORIENTATION

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# ABOUT THE COMMISSION



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# About the Commission

## **ABOUT**

Established in April 2013, the Washington State Charter School Commission (Commission) is the state's only non-district and state-wide charter school authorizer. The Commission is governed by an eleven-member board. Each Commissioner serves for four years.

Led by Executive Director Joshua Halsey and guided by the Commission's Strategic Plan, the Commission staff is tasked with the authorization and oversight of charter schools in WA. Commission staff lead the charter school application and authorization/approval process and provides support to Washington State charter schools.

Currently, the Commission has authorized nine (9) charter schools across Washington State. The Commission accepts applications from any non-profit, public benefit corporation interested in starting a charter school in Washington State.

# About the Commission

## **MISSION**

To authorize high quality public charter schools and provide effective oversight and transparent accountability to improve educational outcomes for at-risk students.

## **VALUES**

Student-Centered

Cultural and Community Responsiveness

Excellence and Continuous Learning

Accountability/Responsibility

Transparency

Innovation

## **VISION**

Foster innovation and ensure excellence so that every student has access to and thrives in a high-quality public school.

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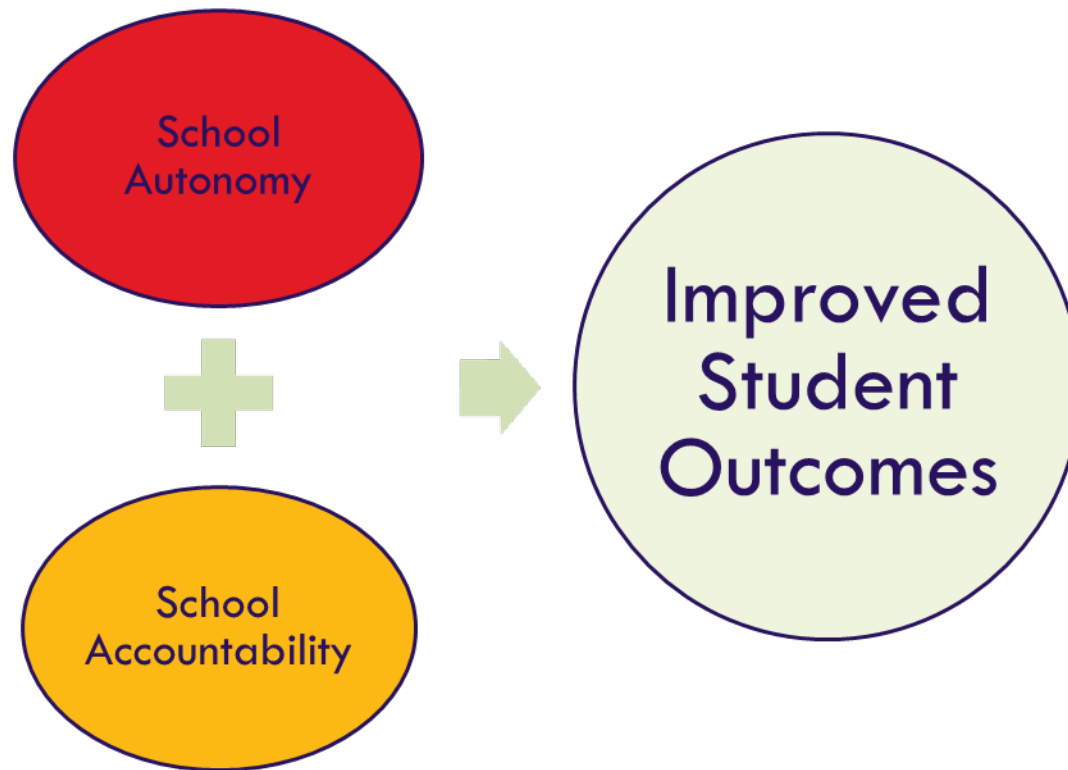
# THE CHARTER BARGAIN & NEW SCHOOL APPLICATION PROCESS



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# The Charter Bargain & New School Application Process


## THE CHARTER BARGAIN



# The Charter Bargain & New School Application Process

## THE NEW SCHOOL APPLICATION PROCESS

The purpose is to improve the educational options available to children and families by...

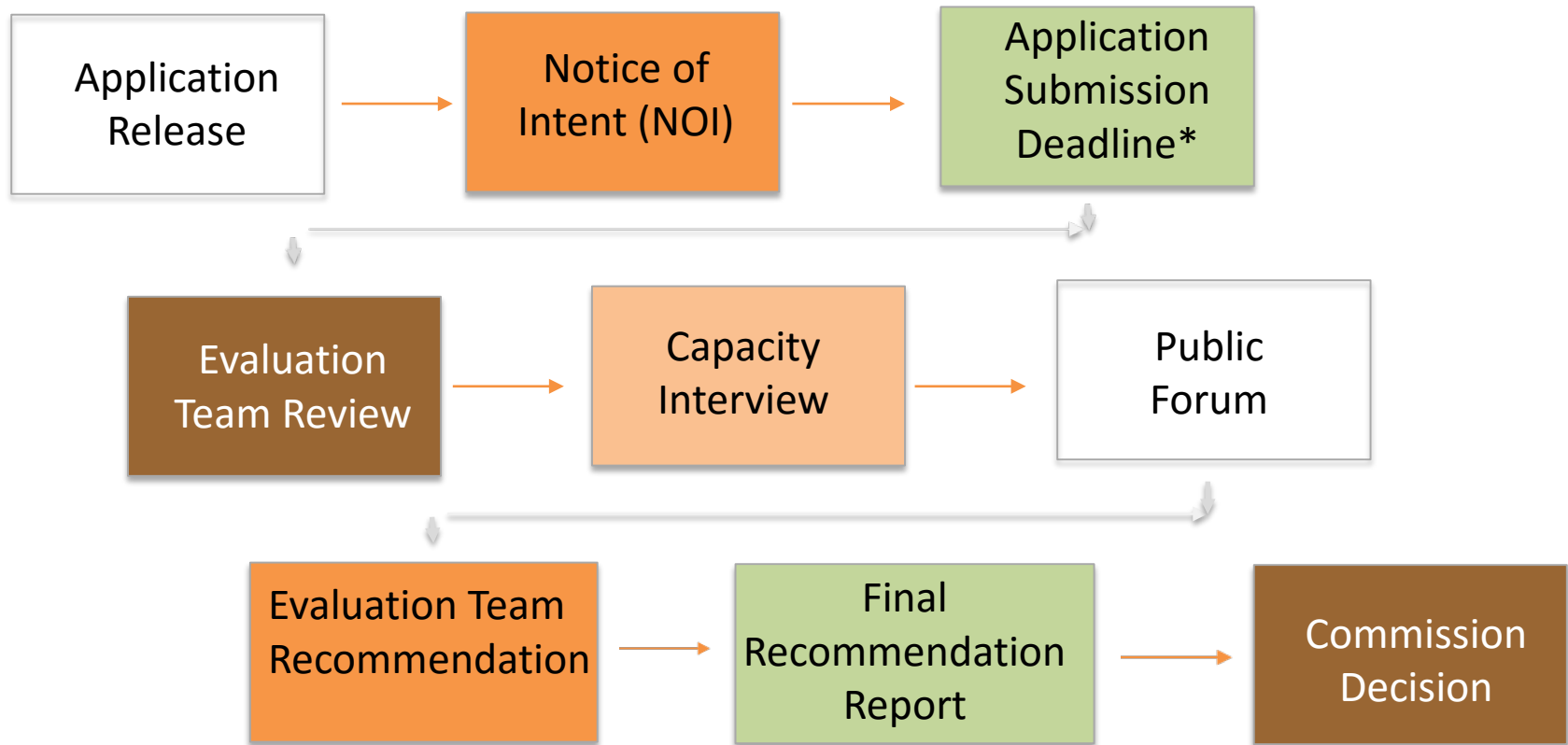


Approving only strong, demonstrably viable applications



# The Charter Bargain & New School Application Process

## APPLICATION STAGES



# NEW CHARTER SCHOOL APPLICATION ORIENTATION

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# TIMELINE REVIEW



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# Timeline Review

## NEW SCHOOL APPLICATION TIMELINE

Date	Activity
December 6, 2016	New Charter School Application Release
December 14, 2016  10:00a.m -11:00a.m.	Webinar session: This session will provide interested groups with information about the New Charter School Application content and process, including a demonstration of the online Proposal portal. Applicants will have the opportunity to ask questions during this orientation.
December 15, 2016 Olympia- Charter School Commission Office  8:30a.m. - 4:30-p.m.	New Charter School Application Orientation: An orientation designed to support prospective charter school applicants. The purpose of this full work-day orientation is to deepen understanding of: <ol style="list-style-type: none"> <li>1) The Commission's expectations as articulated in the New Charter School Application;</li> <li>2) How applications will be evaluated;</li> <li>3) The purpose and format of Public Forums; and</li> <li>4) Changes that have occurred to the RFP since last cycle.</li> </ol>
December 20, 2016	Applicant questions and comments deadline
January 3, 2017 (Yakima) January 5, 2017 (Seattle) January 11, 2017 (Vancouver)  8:30a.m. - 4:30p.m. at all locations	New Charter School Application Orientation: An orientation designed to support prospective charter school applicants. The purpose of this full work-day orientation is to deepen understanding of: <ol style="list-style-type: none"> <li>1) The Commission's expectations as articulated in the New Charter School Application;</li> <li>2) How applications will be evaluated;</li> <li>3) The purpose and format of Public Forums; and</li> <li>4) Changes that have occurred to the RFP since last cycle.</li> </ol>
January 6, 2017	Commission's written answers to questions issued
January 31, 2017	Online Proposal platform launch. Proposals will only be accepted via upload to the applicant's Commission assigned secure online Box file.
Feb 17, 2017 5:00 p.m.	Notice of Intent to Apply (NOI) due

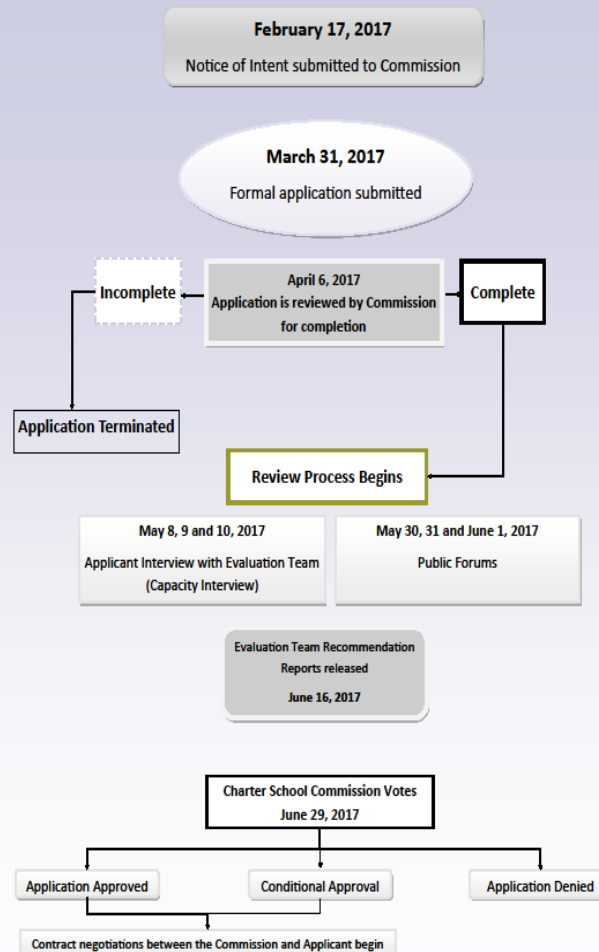
# Timeline Review

## NEW SCHOOL APPLICATION TIMELINE CONTINUED

March 1, 2017	Applicant complaints deadline
March 8, 2017	Commission's written response to Complaints issued
March 31, 2017 5:00 p.m.	Proposal deadline
April 6, 2017 remove watermark	Completeness findings distributed
April 14, 2017	Commissioners receive online access to applications
April 18, 2017 5:00 p.m.	Deadline for eligible Applicants to deliver hard copies of Proposals
May 8, 9, 10, 2017 (Only if needed - May 3, 11, 2017)	Capacity Interviews. Interviews will ONLY be held on these days; applicants are requested to keep the dates entirely open in their calendars. Applicants will be notified of their assigned interview time as soon as possible. Due to significant logistical challenges, it is unlikely that any changes to assigned interview times will be possible.
May 30, 31, June 1, 2017 (As needed June 6, 7, 8, 2017)	Public Forums
June 16, 2017	Recommendation Reports Released
June 16, 2017 5:00 p.m.	Deadline for public comments regarding eligible Applicants
June 29, 2017	Commission Resolution Meeting: Commission will pass resolutions approving or denying charter school applications. Applicants are invited to attend the Resolution Meeting where they will be allowed to provide a short presentation regarding their application and then engage in a question and answer session with Commissioners.
July 5, 2017	Applicant request for optional debriefing due
July 6-12, 2017	Optional Applicant debriefings
Within five <u>business</u> days of debriefing	Deadline for filing Protest
September 21, 2017	Deadline for final contracts to be signed

# Timeline Review

## APPLICATION FLOWCHART\*



\*This document is intended to provide a high-level overview of key components of the 2017 New Schools Application Process. For a more complete list of dates, applicants should consult the 2017 New Schools Application. Dates are subject to change.

# Timeline Review

## **SUBMISSION REMINDERS**

- Submissions must be uploaded through Commission assigned Box file
- Late/improperly formatted submissions will not be accepted
- Use the template documents provided on the website and/ in the Box file
- All word limits must be followed. Proposals exceeding the stated word limits will not be evaluated and rated.

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# EVALUATION PROCESS OVERVIEW



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# Evaluation Process Overview

## MISSION

To authorize [high quality public charter schools](#) and provide effective oversight and transparent accountability to improve educational outcomes for at-risk students.

## VALUES

Student-Centered

Cultural and Community Responsiveness

Excellence and Continuous Learning

Accountability/Responsibility

Transparency

Innovation

## VISION

[Foster innovation and ensure excellence so that every student has access to and thrives in a high-quality public school.](#)





# Evaluation Process Overview

## **WSCSC STRATEGIC AUTHORIZING VISION**

The Washington State Charter School Commission (The Commission) seeks to authorize high quality schools that will significantly improve student outcomes, particularly for at-risk students. The Commission will hold schools accountable for student learning using multiple measures of student achievement.

The Commission seeks to build a diverse portfolio of school delivery models that expand the authority of teachers and school leaders and encourage and accelerate the identification and use of best practices in teaching and learning. It also seeks to develop, test, and document innovative new ideas that can be replicated in other Washington schools.

The Commission expects schools to have authentic and sustainable connections to the communities they serve. These connections are evidenced by strong commitments from community and business stakeholders, systems for ensuring cultural sensitivity and responsiveness to all students and their families, and effective, engaged governance boards.

# Evaluation Process Overview

**THE EVALUATION PROCESS EMPLOYED BY THE COMMISSION WILL BE BOTH TRANSPARENT AND RIGOROUS. IT CONTAINS THE FOLLOWING KEY COMPONENTS:**

- New School Application and Rubric
- Evaluation Team
- Capacity Interview
- Public Forum
- Recommendation
- Commission Decision

# Evaluation Process Overview

**THE EVALUATION PROCESS EMPLOYED BY THE COMMISSION WILL BE BOTH TRANSPARENT AND RIGOROUS. IT CONTAINS THE FOLLOWING KEY COMPONENTS:**

## **NEW SCHOOL APPLICATION RUBRIC**

- Applicants should reference the rubric continually when preparing their proposal.
- The rubric is intended to serve as a guide to ensure all required elements have been addressed as well as provide qualitative instruction about the standards for evaluation.
- Evaluators will follow the rubric when reading and scoring the application.

# Evaluation Process Overview

## RATINGS FOR EVALUATION

The evaluation team assesses each application against the *New School Application Rubric*. In general, the following definitions guide evaluator ratings:

### **Exceeds**

- Thorough, compelling, sophisticated understanding of the concept.

### **Meets**

- Clear and complete response to all aspects, demonstrates capacity.

### **Partially Meets**

- Partial, insufficient details, some capacity.

### **Does Not Meet**

- Provides little or no evidence of capacity or understanding.

# Evaluation Process Overview

**THE EVALUATION PROCESS EMPLOYED BY THE COMMISSION WILL BE BOTH TRANSPARENT AND RIGOROUS. IT CONTAINS THE FOLLOWING KEY COMPONENTS:**

## **EVALUATION TEAMS**

- Comprised of internal and external members (WA state and National)
- Content knowledge of different elements of application (education, finance, organization/operations, governance and charter authorizing practices)
- All evaluators will be trained/oriented to ensure a consistent application of the evaluation standards
- Screened for conflicts of interest

# Evaluation Process Overview

## EVALUATION TEAM STEPS

- Individual Evaluator Review and Scoring
- Team Panel Calls
- Capacity Interviews
- Final Ratings submitted
- Public Forums
- Recommendation Report to the Commission

# Evaluation Process Overview

## **DUE DILIGENCE**

Due diligence must be part of any rigorous evaluation process. There are few specific guidelines for due diligence but it may be employed to verify assertions made in the application.

### **Examples of Due Diligence**

- Verify background of applicant team and board members
- Research/verify track records of other schools or entities with which applicants have been involved or managed
- Research/verify partnerships disclosed in application

# Evaluation Process Overview

## **CAPACITY INTERVIEW PROCESS**

A rigorous application process will include the opportunity for an in-person capacity interview with all applicants (120-150 minutes).

### **Why?**

- Affords evaluators the opportunity to ask clarifying questions about the application
- Allows evaluation team to probe or pressure-test specific components of the application
- Gives authorizers the ability to assess the capacity of the founding team to implement the program proposed in the application



# Evaluation Process Overview

## **CAPACITY INTERVIEW PROCESS**

A rigorous application process will include the opportunity for an in-person capacity interview with all applicants (120-150 minutes).

### **Who?**

- Members of the evaluation (led by team lead) will conduct the in-person interviews
- Applicant teams will be given clear guidance as to who should attend. (Recommended: founding board members, community members, parents, school leadership)
- Interview group should be diverse enough to answer a wide-range of questions but small enough for meaningful conversation (6-8)



# Evaluation Process Overview

## **CAPACITY INTERVIEW**

- Interview Purpose
- Logistics
  - When
  - Where
  - Who
- Interview Structure



# Evaluation Process Overview

**THE EVALUATION PROCESS EMPLOYED BY THE COMMISSION WILL BE BOTH TRANSPARENT AND RIGOROUS. IT CONTAINS THE FOLLOWING KEY COMPONENTS:**

## **PUBLIC FORUM**

- Designed to solicit public input (parents, families, communities)
- Conducted after Capacity Interviews and before final Recommendation Reports

# Evaluation Process Overview

## EVALUATION RESULTS

- Analysis of strengths/concerns
- Recommendation Reports to the Commission

## WHAT THE EVALUATION IS *NOT*:

- A decision
- A preference for one quality application over another

NEW CHARTER SCHOOL APPLICATION ORIENTATION  
For Schools Opening in the 2018-2019 School Year

# APPLICATION CONTENT & EXPECTATIONS



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# Application Content & Expectations

## KEY CATEGORIES OF THE APPLICATION

- General Information
- Executive Summary
- Educational Program Design & Capacity
- Operations Plan & Capacity
- Financial Plan & Management Capacity
- Existing Operators (CMO/Network Replication)
- **Optional** Federal Charter School Program (CSP) Planning and Implementation Grant



# General Information

## **General Information (Cover Sheet)**

In this section, the applicant should provide the following information on the designated Commission templates.

- School's information
- Primary contact person information
- Enrollment projections
- Current and prospective Board members
- Start up Team



# Executive Summary

## Category 2: Executive Summary

In this section (1), the applicant should provide the following information:

- Educational Need, Anticipated Student population, and Challenges
- Geographic Location
- Plan, Mission, Vision, Objectives, and Goals
- Request for additional planning year (If applicable)
- Applicable attachments



# Educational Program Design & Capacity

## **Category 3: EDUCATIONAL PROGRAM DESIGN & CAPACITY**

The Educational Program section should provide a complete description of the school's educational philosophy and methodologies. It should also include information about how the school will assess the success of its program.

# Educational Program Design & Capacity

## Category 3: EDUCATIONAL PROGRAM DESIGN & CAPACITY

### Relevant Sections:

- Section 2: Program Overview with Essential Program Terms
- Section 3: Curriculum and Instructional Design
- Section 4: Student Performance Standards
- Section 5: Graduation Requirements (HS only)
- Section 6: School Calendar/Schedule
- Section 7: School Culture
- Section 8: Supplemental Programming
- Section 9: Special Populations and At-Risk Students
- Section 10: Student Recruitment/Enrollment
- Section 11: Student Discipline Policy and Plan
- Section 12: Family and Community Involvement

# Educational Program Design & Capacity

## A HIGH QUALITY RESPONSE WILL...

- Describe a curriculum and instructional strategies that align with the mission, target population, and state standards
- Explain the evidence base for the plan/application
- Articulate sound rationale for selection
- Include plans and strategies for meeting all student needs, including accelerated, remediation, special education, and ELL
- Demonstrate internal alignment across all sections(i.e. with the schedule and calendar, staffing, budget)
- Include a sound plan for family engagement
- Describe a school culture that is aligned to the school's mission and goals
- Articulate a robust student assessment plan, including a range of summative/formative and formal/informal assessment
- Describe shared beliefs, customs, or behaviors for students, teachers, and staff
- Anticipate staffing and professional development needs
- Align with the proposed budget

# Educational Program Design & Capacity

## CRITICAL QUESTIONS:

- Are choices for curriculum and instruction supported by evidence?
- Who will be responsible for developing and executing the educational plan?
- Are goals and expectations ambitious but realistic?
- Does the applicant have sound plans for serving at-risk students and students with special needs?
- Are the education plan priorities and needs accounted for adequately in the budget?



# Operations Plan & Capacity

## **CATEGORY 4: OPERATIONS PLAN & CAPACITY**

The Operations plan provides information about the school's legal status, governance structure, and other plans for how the school plans to open successfully on day 1 and maintain stability and growth over the term of the charter.



# Operations Plan & Capacity

## **CATEGORY 4: OPERATIONS PLAN & CAPACITY**

### **Relevant Sections:**

- Section 14: Legal Status and Governing Documents
- Section 15: Organizational Structure and Partnerships
- Section 16: Governing board
- Section 17: Advisory bodies
- Section 18: Grievance Complaint process
- Section 19: District Partnerships
- Section 20: Education Service Providers (ESP) and Other Partnerships
- Section 21: Staffing Plans, Hiring, Management and Evaluation
- Section 22: Professional Development



# Operations Plan & Capacity

## **CATEGORY 4: OPERATIONS PLAN & CAPACITY**

### **Relevant Sections:**

- Section 23: Performance Framework
- Section 24: Facilities
- Section 25: Start-Up and Ongoing Operations
- Section 26: Operations Capacity

# Operations Plan & Capacity

## **A STRONG RESPONSE WILL:**

- Include a sound and reasonable plan for staffing that is likely to attract and retain top talent
- Present a thorough and reasonable plan for start-up
- Provide compelling detail on the school's plan for performance management
- Present an organizational chart aligned with the leadership and staffing structure
- Have a viable plan for developing employment policies
- Document proper legal structure
- Articulate clear roles and appropriate responsibilities for governance and management
- Identify founding Board members with diverse skills needed to govern effectively



# Operations Plan & Capacity

## CRITICAL QUESTIONS:

- Does the applicant have experience with non-academic operations?
- Are anticipated operations costs reflected appropriately in the budget?
- Are the budget assumptions realistic and verifiable?
- Does Board composition include experience and expertise necessary to ensure success and sustainability?

# Financial Plan & Capacity

## **CATEGORY 5: FINANCIAL PLAN & CAPACITY:**

The Financial plan section should provide information that allows the authorizer to assess the fiscal viability of the school. It will demonstrate not only a balanced budget but a financial management plan that will support the mission and programming of the school.



# Financial Plan & Capacity

## **CATEGORY 5: FINANCIAL PLAN & CAPACITY:**

### **Relevant Sections:**

- Section 27: Financial Plan
- Section 28: Financial Management Capacity

# Financial Plan & Capacity

## **A HIGH QUALITY RESPONSE WILL HAVE...**

- Realistic budget projections with clear assumptions – (i.e. start up through full enrollment)
- Spending priorities that align with the school’s mission, educational program, management structure, PD needs, and growth plan
- Realistic cash flow projections aligned with overall budget
- Start-up plan and budget with reasonable revenue and cost assumptions
- A long-term fundraising plan
- Sound financial controls to ensure proper use of public funds and long-term viability
- Demonstrated financial planning and management capacity

# Financial Plan & Capacity

## CRITICAL QUESTIONS:

- Does the budget accurately reflect the available funding sources?
- Does the budget include all the major cost centers associated with the operation of a charter school?
- Does the budget reflect going market rates (e.g., salaries, contracted or inter-organizational services and fees, facilities)?

# Existing Operators

## **CATEGORY 6: EXISTING OPERATORS (as applicable)**

- The Existing Operators section should provide information that allows the authorizer to assess the applicants who already operate one or more schools, including charter management organizations (CMOs).



# Existing Operators

## **CATEGORY 6: EXISTING OPERATORS (as applicable)**

### **Relevant Section:**

- Section 29: Existing Operators



# Optional Federal Charter School Program

## **CATEGORY 7: OPTIONAL FEDERAL CHARTER SCHOOL PROGRAM PLANNING AND IMPLEMENTATION GRANT**

### **Relevant Section:**

- Section 30: Optional Federal Charter School Program (CSP) Planning and Implementation Grant





# Optional Federal Charter School Program

## **A STRONG RESPONSE WILL INCLUDE:**

- Specific, measurable, action oriented, realistic, relevant, and time-bound project Goals and Objectives
- OSPI Project Budget Form and Budget Narrative with a line item detail of proposed expenditures.

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# QUESTION AND ANSWER



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# Resources

## WASHINGTON STATE CHARTER SCHOOL COMMISSION WEBSITE:

- Main Page: <http://charterschool.wa.gov/>
- Application Updates: <http://charterschool.wa.gov/applying/application-updates/>
- Application Process: <http://charterschool.wa.gov/applying/application-process/>
- Application Materials: <http://charterschool.wa.gov/applying/application-materials/>
- Application Archive: <http://charterschool.wa.gov/applying/application-archive/>

## ONLINE APPLICATION ACCESS and Submission: Box

Link to be provided after receipt of NOI