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
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
For Schools Opening in the 2018-2019 School Year

ABOUT THE COMMISSION
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.
NEW CHARTER SCHOOL APPLICATION ORIENTATION
For Schools Opening in the 2018-2019 School Year

THE CHARTER BARGAIN & NEW SCHOOL APPLICATION PROCESS
The Charter Bargain & New School Application Process

THE CHARTER BARGAIN

School Autonomy + School Accountability → Improved Student Outcomes
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

Application Release → Notice of Intent (NOI) → Application Submission Deadline*

Evaluation Team Review → Capacity Interview → Public Forum

Evaluation Team Recommendation → Final Recommendation Report → Commission Decision
NEW CHARTER SCHOOL APPLICATION ORIENTATION
For Schools Opening in the 2018-2019 School Year

TIMELINE REVIEW
# Timeline Review

## NEW SCHOOL APPLICATION TIMELINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>December 6, 2016</td>
<td>New Charter School Application Release</td>
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<tr>
<td>December 14, 2016</td>
<td><strong>10:00a.m -11:00a.m.</strong> 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.</td>
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</table>
| 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:  
1) The Commission’s expectations as articulated in the New Charter School Application;  
2) How applications will be evaluated;  
3) The purpose and format of Public Forums; and  
4) Changes that have occurred to the RFP since last cycle. |
| December 20, 2016| Applicant questions and comments deadline                                                                                                                                                                                                                                                                                                                                                                                                                             |
| January 3, 2017 (Yakima) | 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:  
1) The Commission’s expectations as articulated in the New Charter School Application;  
2) How applications will be evaluated;  
3) The purpose and format of Public Forums; and  
4) Changes that have occurred to the RFP since last cycle. |
| January 5, 2017 (Seattle) | 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:  
1) The Commission’s expectations as articulated in the New Charter School Application;  
2) How applications will be evaluated;  
3) The purpose and format of Public Forums; and  
4) Changes that have occurred to the RFP since last cycle. |
| January 11, 2017 (Vancouver) | 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:  
1) The Commission’s expectations as articulated in the New Charter School Application;  
2) How applications will be evaluated;  
3) The purpose and format of Public Forums; and  
4) Changes that have occurred to the RFP since last cycle. |
| 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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td><strong>March 1, 2017</strong></td>
<td>Applicant complaints deadline</td>
</tr>
<tr>
<td><strong>March 8, 2017</strong></td>
<td>Commission’s written response to Complaints issued</td>
</tr>
<tr>
<td><strong>March 31, 2017 5:00 p.m.</strong></td>
<td>Proposal deadline</td>
</tr>
<tr>
<td><strong>April 6, 2017</strong></td>
<td>Completeness findings distributed</td>
</tr>
<tr>
<td><strong>April 14, 2017</strong></td>
<td>Commissioners receive online access to applications</td>
</tr>
<tr>
<td><strong>April 18, 2017 5:00 p.m.</strong></td>
<td>Deadline for eligible Applicants to deliver hard copies of Proposals</td>
</tr>
<tr>
<td><strong>May 8, 9, 10, 2017</strong></td>
<td>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.</td>
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<tr>
<td><strong>May 30, 31, June 1, 2017</strong></td>
<td>(As needed June 6, 7, 8, 2017) Public Forums</td>
</tr>
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<td><strong>June 16, 2017</strong></td>
<td>Recommendation Reports Released</td>
</tr>
<tr>
<td><strong>June 16, 2017 5:00 p.m.</strong></td>
<td>Deadline for public comments regarding eligible Applicants</td>
</tr>
<tr>
<td><strong>June 29, 2017</strong></td>
<td>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.</td>
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<tr>
<td><strong>July 5, 2017</strong></td>
<td>Applicant request for optional debriefing due</td>
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<tr>
<td><strong>July 6-12, 2017</strong></td>
<td>Optional Applicant debriefings</td>
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<tr>
<td><strong>Within five business days of debriefing</strong></td>
<td>Deadline for filing Protest</td>
</tr>
<tr>
<td><strong>September 21, 2017</strong></td>
<td>Deadline for final contracts to be signed</td>
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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/ or in the Box file
- All word limits must be followed. Proposals exceeding the stated word limits will not be evaluated and rated.
NEW CHARTER SCHOOL APPLICANT ORIENTATION
For Schools Opening in the 2018-2019 School Year

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.
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
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.
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.
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
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
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
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
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
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.
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
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 rational 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.
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
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?
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
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)?
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 STRONSE 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.
NEW CHARTER SCHOOL APPLICATION ORIENTATION
For Schools Opening in the 2018-2019 School Year

QUESTION AND ANSWER
Resources

WASHINGTON STATE CHARTER SCHOOL COMMISSION WEBSITE:

- Main Page: http://charterschool.wa.gov/
- Application Updates: http://charterschool.wa.gov/applying/application-updates/
- 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