



Spokane Public Schools
excellence for everyone

Spokane Public Schools
Charter School Authorizer Overview

Spokane Public Schools

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Spokane Public Schools Charter School Authorizer Application Overview 1

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Part 1: Spokane Public Schools Strategic Vision for Chartering

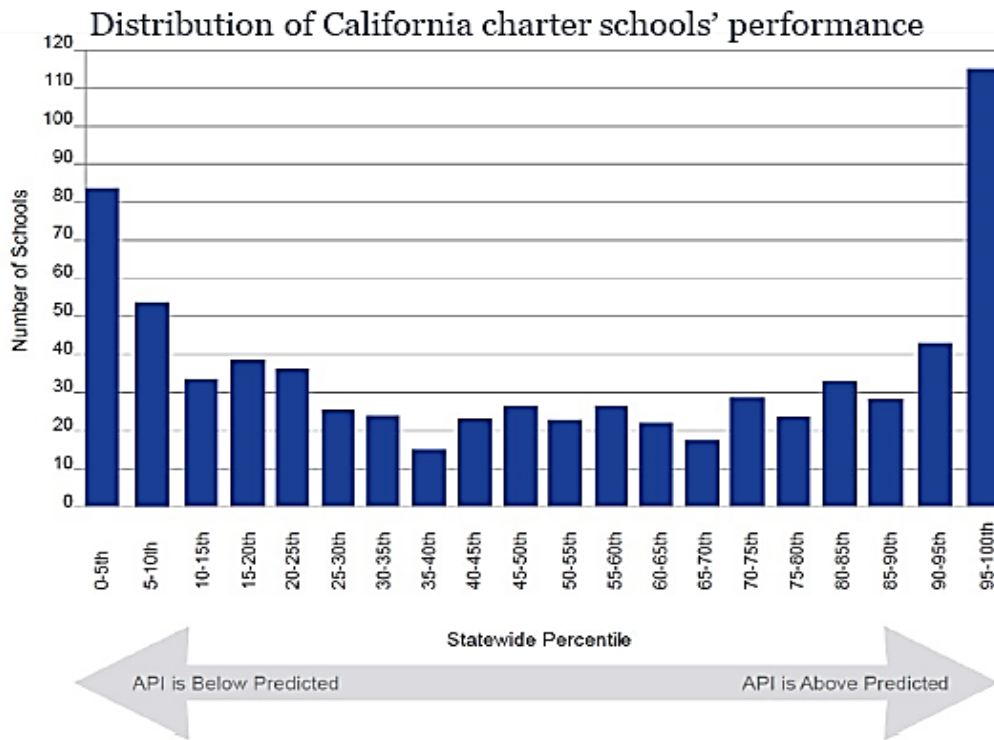
District Purposes for Wishing to be a Charter Authorizer: Statutory Purposes and Education Goals

According to Article IX, section 1 of the state constitution, “it is the paramount duty of the state to make ample provisions for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.” And RCW28A.710.005 (Findings for Initiative Measure No. 1240) declared that all students deserve excellent educational opportunities and the highest quality standard of public education available. With these as the back drop, Washington State voters passed Initiative Measure 1240 to approve charter schools as options for the State of Washington.

Once voters approved this as a viable option, our superintendent was clear that Spokane should use this as an option to help move Spokane Public Schools forward on our academic mission. Additionally, our board of directors unanimously passed a resolution approving our school district to move forward with a charter school authorization application **(Appendix I: Spokane School Board Resolution)**.

Spokane and the statutory language in RCW 28A.710.005 have similar views about the potential of charter schools. Overall, the research on charter schools is mixed. In fact, the typical charter school across the United States actually is lower performing than typical neighborhood public schools.

Chart # 1: Charter School Performance in the State of California



But what is so intriguing about charter schools is that, “all over the United States charter schools are some of the highest performing schools in their states. Many of these are having tremendous success in improving student outcomes and are closing the achievement gap for at-risk students” (RCW 28A.710.005). Examining Chart #1 shown above, it is clear that there are a number of schools in the 80th to 100th percentile of the California Performance Index. Our goal is to replicate these charters that have a proven track record.

The promise of charter schools for Spokane, therefore, is to help serve as a catalyst for school improvement, to provide new techniques and strategies to reach at-risk students, and to add choices to the portfolio of options available in Spokane Public Schools (all explicitly mentioned in RCW 28A.710.005). Spokane Public Schools is applying to be a charter school as it aligns with our mission and vision. By being a charter school authorizer and ensuring that we actively cultivate the types of charters that align our district to our vision statement of Excellence for Everyone, by closing the achievement gap, serving all students, and ensuring that all students are prepared for a variety of post-secondary pursuits.

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As part of our strategic planning efforts, Spokane Public Schools has identified the following as its education mission:

“The mission of Spokane Public Schools is to develop the skills and talents of all students through rigorous learning experiences, relevant real-life applications, and supportive relationships.”

Towards this end, we have examined a range of data from across our school system to track school progress and performance. For example, using the Washington State Achievement Index, it is possible to see a number of schools that are underperforming and are falling short in one or more areas of academic performance.

Chart # 2: Washington State Achievement Index from 2008 to 2012 by Performance Level

Spokane Public Schools Washington Achievement Index Scores from 2008 to 2012					
Elementary Schools					
Grade	2008	2009	2010	2011	2012
Exemplary	1	3		1	3
Very Good	10	4	2	9	9
Good	19	14	7	17	13
Fair	4	13	23	7	9
Struggling			2		

Middle Schools					
Grade	2008	2009	2010	2011	2012
Exemplary					1
Very Good				1	1
Good	3	4	2	3	3
Fair	3	2	2	2	1
Struggling			2		

High Schools					
Grade	2008	2009	2010	2011	2012
Exemplary				3	
Very Good			1		1
Good	2	2	1	2	4
Fair	3	3	4	1	1
Struggling	1	1			

Special Sites					
Grade	2008	2009	2010	2011	2012
Exemplary		1		1	1
Very Good	1				
Good	1				
Fair		1			2
Struggling	1	1		2	

Combined					
Grade	2008	2009	2010	2011	2012
Exemplary	1	4	0	5	5
Very Good	11	4	3	10	11
Good	25	20	10	22	20
Fair	10	19	29	10	13
Struggling	2	2	4	2	0

Breaking this down by region of the city, it is possible to see that school performance on the Achievement Index varies across the city.

Chart # 3: Washington State Achievement Index by Region

Spokane Public Schools Washington Achievement Index Scores from 2008 to 2012				
Northwest Schools				
Grade	2008 - 09	2009 - 10	2010 - 11	2011 - 12
Exemplary	1		2	1
Very Good		1	4	4
Good	8	2	9	9
Fair	8	12	2	3
Struggling		2		

Spokane Public Schools Washington Achievement Index Scores from 2008 to 2012				
Northeast Schools				
Grade	2008 - 09	2009 - 10	2010 - 11	2011 - 12
Exemplary				
Very Good	1		2	2
Good	7	3	7	6
Fair	4	8	3	4
Struggling		1		

Spokane Public Schools Washington Achievement Index Scores from 2008 to 2012				
Southeast Schools				
Grade	2008 - 09	2009 - 10	2010 - 11	2011 - 12
Exemplary				
Very Good	2	1	1	5
Good	1	1	4	1
Fair	4	4	2	1
Struggling				

Spokane Public Schools Washington Achievement Index Scores from 2008 to 2012				
Southwest Schools				
Grade	2008 - 09	2009 - 10	2010 - 11	2011 - 12
Exemplary	2		3	2
Very Good	1	1	2	2
Good	4	4	2	4
Fair	2	3	2	1
Struggling		1		

Examining this data, it is clear that there are particular region(s) of our city in which underserved students reside. Consequently, we will be working diligently to recruit charter schools that meet our academic and citizenship goals and that are targeted towards at-risk students, particularly in the Northeast and Northwest sections of the school district.

In addition to the Washington State Achievement Index, we have conducted comprehensive reviews of district data. With similar trends in all of our data, in many ways, Spokane Public Schools is incredibly successful. School data mirrors or exceeds state averages and many schools are performing at very high levels. However, there are also some schools

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identified in the bottom two levels of the Washington State Achievement Index. There are a number of students underperforming. Consequently, Spokane is not satisfied with its overall performance nor will we be until we are reaching all students and adequately preparing all of these students for post-secondary routes of study.

In addition to our comprehensive review of our data, we also conducted a large number of surveys and focus groups as part of our strategic planning initiatives. Some of the results of our survey efforts are summarized below in chart # 4.

Chart # 4: Parent, Employee, and Community Priorities

Priorities – Percent of Respondents that Rate of Greater Importance			
	Parent (n=2,797)	Employee (n=2,083)	Community (n=234)
Putting students first when making decisions.	89%	91%	90%
Ensuring high academic standards and expectations for all students.	90%	90%	88%
Improving student readiness for careers.	87%	90%	90%
Ensuring a well-rounded experience for all students.	86%	88%	84%
Improving student’s readiness for college.	87%	79%	83%
Providing learning experience for students that match learning style and interests.	84%	77%	77%
Adding new options at the high school level such as magnet programs for science, technology, engineering, and math, the arts, gifted, etc.	82%	72%	84%
Providing individualized instruction for students.	78%	73%	65%
Adding new options at the elementary and middle school levels such as expanding Montessori and creating a K-8 model.	45%	41%	63%

There are a number of clear takeaways from this data. First, there is wide-spread community support for our college and career readiness agenda. In particular, 87% of the parent respondents indicated that our schools need to keep improving students readiness for college as a high priority. Second, there is also a clear agenda from the entire community for increased choice options in general. Overall, all of our survey data, focus groups, and individual feedback helped craft our strategic plan and future priority goals. And as a part of our future work, we are explicitly working on creating additional choice options for students.

Serving At-Risk Students

Spokane Public Schools plans to give priority to charter schools that serve at-risk students as defined in RCW 28A.710.010 (2) in a number of ways. First and foremost, we have explicitly added this into our charter school application materials. All charter school applicants will have to address recruitment of at-risk students in their application and this will be part of our consideration in the authorization process.

Secondly, we plan on publishing a specific request for proposal and application that outlines the types of schools and locations of the schools where we find the greatest need (based on at-risk student data). Our intent is that through our request for proposal process that we will provide tremendous clarity about regions of the city we are most interested in serving; types of schools and curriculum programs we are interested in offering; and our clear intent of providing priority for at-risk students.

Third, we have been doing extensive research across the nation. For example, this spring we sent a team of eight people to Spring Branch, Texas on a three day visit to examine how that school district has established relationships with charter schools. We were also specifically observing how that school district leveraged charters to serve at-risk students. Additionally, we have also met with a number of charter management organizations who have been particularly successful in serving at-risk students. Finally, we met with other school districts this spring who have pursued their strategic goals using charters as a tool to accomplish their mission.

Fourth, we plan on refining our lottery process to provide preference for at-risk students (if it is legally possible). We observed this in Texas and it was very successful in its ability to ensure at-risk students are able to attend charter schools. For their lottery, they gave first preference to siblings. Second, they gave preference to students from the attendance areas where the schools were physical located (and they intentionally placed charter schools in areas of the city to serve at-risk students). Third, they gave preference to students physically residing in zip codes predominantly serving at-risk students. Their last phase of the lottery was open to all students. Finally, as previously mentioned, we will run our final lottery process legally and in compliance with the applicable laws.

Respecting and Protecting Charter School Autonomy

Spokane Public Schools plans on fully following the charter school renewal, revocation, and non-renewal process. Successful applicants will enter into a five year agreement with Spokane Public Schools to run the school as outlined in their charter application. As the charter authorizer, we plan on engaging with any successful applicants in our regular review and evaluation process as outlined in **Appendix C: Performance Framework**. In all other respects, the charter will have autonomy unless specific agreements have been established in the charter contract.

Since charter schools authorization is part of our strategic plan and vision, Spokane Public Schools is interested in a number of unique ways such as facilities and/or other fee-based services. However, Spokane Public Schools will not require this and for any fee-based services we may agree to provide schools will be voluntary for schools. Additionally, there are no plans to improve district process in areas such as curriculum, schedules, and personal policies; potential charters applicants will have to address these areas as part of the application process, but this is only to determine capacity and planning. No litmus test will be used in these areas.

Promoting and Ensuring Charter School Accountability

Along with a commitment to ensuring charter school accountability, we also have a plan for ensuring that charter schools authorized by Spokane Public Schools will be held accountable for their performance. Spokane will follow all of the criteria outlined in RCW28A.710.170. In section three of our application, we have outlined our performance framework to communicate with any approved charter schools on an annual basis. This will allow us to have regular updates on charter school performance and progress. Additionally, we plan on using the information in section five of our authorization proposal as an accountability tool as we go through renewal.

Spokane views charters as one potential tool to assist us with our overall academic mission. Consequently, if a charter school is underperforming and is not meeting expectations as outlined in our performance agreements, then it will be imperative that we use the revocation and/or non-renewal process accordingly as part of our accountability efforts.

Although we anticipate that this process would be tremendously difficult, we also view this as strength of charter schools. With increased autonomy comes an increased level of accountability. Both of these tools (autonomy and accountability) are part of the package that comes with charters, and they need to be embraced.

Characteristics of the schools the district is most interested in authorizing

Combining our academic performance data and the clear desires from a large number of community members for increased choice options, these were placed into our new strategic plan as clear objectives: Goal 1, Objective 5 – Expand the range of and access to educational options, particularly at the secondary level (7-12). Additionally, our school board passed a resolution approving our administrative team to pursue charter school authorization status (see **Appendix I: School Board Resolution**).

As part of the follow through with our strategic plan and the Board Resolution, Spokane Public Schools launched into a comprehensive examination of choice options. We see this as being a multiple year process in which we investigate choice programs, conduct research, weigh the viability of the programs as part of our school system, and propose implementation of the most feasible and viable programs in a staged implementation schedule. As we examined our strategic plan and priorities, we looked at different features of schools such as staffing, scheduling, curriculum, and community engagement. During this process, a couple of consistent interests rose to the top: Curriculum, instruction, and proven success (or a track record of success with at-risk students).

In our initial surveys of educational choice and options, the following were reviewed by Spokane Public Schools committees:

Chart # 5: Educational Choice Programs Explored in 2012-2013 School Year

College and Career Readiness		
Upgraded Curriculum and Rigor	Pedagogical Innovation	Proven Practices
Core Knowledge	Dual Language	Charter Management Organizations
Cambridge	Blended Learning	Early College in the High School
I.B.	Project based Learning	

Through our initial phases of research, there are a couple of categories of charter schools that we are most interested in authorizing. The overarching mantle for these characters is a clear focus on college and career readiness. Goal #1 of our new strategic plan is the following students will be provided rigorous academics and real-life learning opportunities to become college and career ready. To monitor the progress of our schools towards this goal, we have established metrics to track students’ progress towards College and Career Readiness standards, to monitor student entry into post-secondary routes of study, and to track whether students are successful in obtaining degrees. For example, the following chart outlines the metrics that we currently use to track school progress.

Chart # 6: Metrics for Tracking College and Career Readiness Goals

Students ready for Post-Secondary	Students gaining entry into Post-Secondary	Students getting through Post-Secondary
<ul style="list-style-type: none"> ● Rigor of Curriculum <ul style="list-style-type: none"> ○ PSAT ○ ACT ○ SAT 	<ul style="list-style-type: none"> ● Students Entering Post-Secondary <ul style="list-style-type: none"> ○ Graduating high school ○ Going to Post-Secondary ○ Completing FAFSA 	<ul style="list-style-type: none"> ● Students Succeeding in Post-Secondary <ul style="list-style-type: none"> ○ Remediation in college math, reading, and persistence rates
<ul style="list-style-type: none"> ● Intensity of Curriculum <ul style="list-style-type: none"> ○ Student graduating with college-ready transcripts ○ Students taking dual credit courses ○ Students taking AP exams ○ Seniors passing AP exams 	<ul style="list-style-type: none"> ● Expectations for Post-Secondary <ul style="list-style-type: none"> ○ Student Expectations (surveys) ○ Teacher Expectations (surveys) 	
<ul style="list-style-type: none"> ● Technology Literacy <ul style="list-style-type: none"> ○ teacher proficiency 		

Because this is so central to our overall mission, it will be imperative that any potential authorized charter school will help us move forward our college and career readiness agenda in substantial ways. Charter schools will be held accountable for reaching these college and career metrics in the same way as other Spokane Public Schools.

Curricular Rigor

Knowing that we want to have College and Career Readiness as the backdrop and clear mission for any charter school, we are also interested in charter applications that have upgraded curriculum and rigor(see chart # 5). Consequently, one of our subcommittees spent the school year examining the Core Knowledge curriculum and the new Core Knowledge ELA

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curriculum that is one of the approved Common Core curriculum packages for the state of New York. Through this year-long study and examination, the committee believes that the Core Knowledge curriculum has a lot of potential promise in serving all students and in particular at-risk students. This was concluded through meetings with schools in New York using Core Knowledge; discussions with schools in Arizona using the Core Knowledge sequence as part of their work with students; meetings with the publishers in New York (from Amplify Education) about their progress with the English Language Arts curriculum; through book studies; and examination of research results. The results of the English-Language Arts pilot in the city of New York with at-risk students are particularly impressive and deserve further consideration. Because of our intense interest in this program as a potential curriculum for a charter school or choice option, we sent our Director of Innovative Programs and a team of three people to the Core Knowledge National Conference in the last week of June. Additionally, we plan on piloting the Core Knowledge ELA curriculum in two schools (grades K-3) next fall to allow us to get first-hand experience with these materials. Overall, we see this as a promising practice that has had considerable success across the country. Surveys of our community show support for this as a choice option (see **Appendix G: K-12 Options Survey Results**); therefore, this would be one potential curricula that Spokane Public Schools would explicitly name a request for proposal call to the community for charter schools.

Core Knowledge is not our only interest, however. One of our main goals is to provide upgraded curriculum and rigor for at-risk students in anticipation of the Common Core State Standards coming to Washington in the fall of 2014. Because of our general interest in curriculum upgrades in terms of choice and rigor, we also had a committee examine other curriculum options. Currently, Spokane Public Schools is heavily invested in Advanced Placement at the high school level. We were on the National AP Honor Roll for the second year in a row, and we are in a very small number of school districts in the nation to make the honor roll in this area with our levels of students on free and reduced lunch (56.7% in May of 2012). Spokane plans to continue to pursue Advanced Placement support, training, and appropriate expansion in the future. One challenge, however, in preparing at-risk students for Advanced Placement courses and exams has been in the long-term curriculum scope and sequence in the

K-9 experience. Outside of the SpringBoard curriculum (which Spokane uses as part of our 6-11 grade English courses), the College Board does not have an official pre-AP curriculum to help prepare students for the rigor of Advanced Placement. Schools and school district often have to create materials on their own through vertical alignment and sequencing.

One potential solution that we have been investigating is the Cambridge Curriculum. The Cambridge Curriculum has been a late entry in the United States market and is based out of England. It has grown in popularity on the east coast (particularly in Florida) and has recently come to the state of Washington in the Federal Way School District. Additionally, one of our high schools, North Central High School, was part of approximately twenty schools in the world to participate in a joint pilot project between the College Board and Cambridge. As part of this pilot, North Central has started the AP/Cambridge Credential Program. Though intensive training and support, a new course program was started that has been tremendously successful; students have had the opportunity to learn how to do college-level writing, deconstruct and reconstruct ideas, and present the results of these findings. All of these have been supported through international standards, clear targets, and quality professional development. Consequently, we have started a full review of the Cambridge Curricula. This organization has a full elementary, middle school, and early high school program that deserves additional consideration. We had the lead for the national organization come to Spokane to present, and this committee is going to continue into the next school year. We believe that this program has merit and strong community interest (**see Appendix H: Spokane Public Schools K-12 Options Committee**), consequently, we will also add this to our request for proposal process.

The last subcommittee focus on specific curricula rigor was around the International Baccalaureate curriculum. In addition to our examination of Cambridge, this subcommittee spent time looking at IB as another possible addition to Spokane. Spokane is currently one of the few large districts in the state of Washington without an I.B. program.

Chart # 7: Survey of Large Washington State School Districts and Advanced Placement, Cambridge, and I.B. Programs

Survey of Large Washington State School Districts and Advanced Placement, Cambridge, and I.B. Programs

- ▶ Seattle: AP and IB
- ▶ Bellevue: AP and IB
- ▶ Federal Way: AP, IB, and Cambridge
- ▶ Kent: AP and IB
- ▶ Tacoma: AP and IB
- ▶ Edmonds: AP and IB
- ▶ Auburn: AP
- ▶ Everett: AP
- ▶ Vancouver: AP and IB

Through our research that will also continue into the next year, we see this program as having potential to help provide a strong scope and sequence from our primary program up to high school which is something that we have identified as a top priority.

Overall, our K-12 Options Committee and our sub-committees examining upgraded curriculum and rigor and specific programs are still in progress. These are not non-negotiables for a charter application, but we plan on being explicit in our request for proposal process that we are interested in receiving proposals that provide upgraded curricular rigor to all of our students and, in particular, at-risk students, in all regions of our city.

Pedagogical Innovation

In addition to curriculum rigor, our K-12 Options Committee launched multiple subcommittees to examine Pedagogical Innovations (see Chart # 5). These were identified after many discussions, surveys across the country, and through internal stakeholder interests.

The three pedagogical approaches that were examined in the most detail this school year as potential charter options were project based learning, blended learning, and dual language programs.

Spokane has a number of project based learning opportunities. However, one gap that we currently have is at the middle school level. For the purposes of this charter school authorization application, we will include our Montessori Program as a project based approach. Spokane has large demand for its Montessori program. Currently, we have two 1-6 grade Montessori programs located in our district: Jefferson Elementary and Balboa Elementary. Parents from our Montessori community have begun to organize and play an active role in requesting Spokane Public Schools to consider expanding our Montessori program. This group of parents and community members has met throughout the school year with the school district expressing interest in three main prongs of potential expansion: expanding to the early years with a strong pre-K and Kindergarten program; expanding to the middle school; and in creating a Montessori school that is K-8 (potentially as a charter school). If this option were pursued by a potential charter school applicant, it would not be totally new to Spokane. However, we only currently have small school-within-a-school programs, and we do not have a full school focused on Montessori. This could, then, be a potential charter school program that would expand this type of project based learning into the middle school years which is a gap for Spokane currently a weakness in terms of our project based learning continuum.

At the high school level, we have in the past couple of years launched a Big Picture High School called The Community School. This school is a 9-12 grade program that has also been successful. Again, however, we have the same gap at middle school. We have a large number of families who desire an option at the middle school level for students with a strong project-based learning focus. Knowing that we have this large gap, we are plan on specifically putting into our request for proposal application our desire to have a middle school program (or K-8) program that is centered on project based learning and leverages project based learning to engage and reach out to at-risk students.

In addition to our research and desire for project based learning opportunities, we formed a subcommittee to examine blended learning approaches. We read a number of

research articles and did a thorough review of what is happening across the United States in terms of blended learning. Spokane Public Schools has some BYOD, blended learning classroom pilots, and some individual teachers who are pursuing blended learning and flipped approaches to instruction. Additionally, we have launched a program with interested teachers to provide the technology and professional development support to pursue this type of innovation across our system. We have also met this school year with a company creating a middle school blended learning curriculum and delivery method totally aligned to the Common Core State Standards; they are creating this from the ground up. We are currently investigating creating future partnerships and piloting some of this curriculum.

However, we do not have a school-wide approach to blended learning. This fall we plan on continuing our subcommittee work on blended learning. We also plan on pursuing a grant opportunity to receive planning dollars for a blended learning middle school program. Overall, we are particularly interested in innovative and novel approaches to blended learning at the 5th – 12th grade levels. We see this as having a lot of potential interest in our community. Additionally, we see this as an opportunity for tremendous collaboration. If this were a charter school, then we could potentially partner with the charter school to learn about blended learning implementation, curriculum, hardware, infrastructure, novel ways to approach class size, differentiation, and facilities. This could be a tremendous opportunity for a district/charter connection that would benefit both entities.

In a totally different vein, we also explored dual language instruction and programs. This subcommittee was led by Dr. Irene Gonzales and Nancy Huff. Both of these individuals have backgrounds in Dual Language programs and world language instruction. Currently, Spokane does not have any dual language programs in the region. Interestingly, this probably has the most community support of any choice or charter option (see **Appendix G: K-12 Options Survey Results**). There is wide-spread interest and support from a range of stakeholders to continue to investigate this option. The work of this committee started out by investigating the research and different approaches to dual language instruction. We also conducted surveys of staff members about potential interest in teaching in a dual language school (if they were properly certified). This group will also continue into the fall. We plan on

starting out with some site visits to dual language schools. We have also contacted the Washington State Charter School Association for some leads on dual language charter schools that they would recommend we visit in the United States. While there are not a large number of dual language charter schools in the United States, there are some successful programs that they identified as potential models of replication and study.

Again, we anticipate that there is sufficient interest from the community to actively pursue dual language elementary and/or K-8 schools in the future. Additionally, this has the potential to bolster some of our college and career metrics. For example, when Spokane examines the number of students graduating from high school with college ready transcripts or transcripts eligible to apply to one of our Washington State four-year universities, the area where students typically fall short is in transcripted credits in world language. This is most pronounced in areas of our city that serve the most at-risk students. In these areas of our city, large numbers of students are not finding success in world languages and/or are not even accessing these courses. Because of the large interest from the public and due to the potential to help increase our success rate for at-risk students on our college and career readiness indicators, we believe that a dual language program has a lot of potential in our school district as a choice program or a charter school.

Proven Practices

For the purposes of this application, the last group of potential charter schools that we are most interested in possibly working with in the future is categorized as Proven Practices (see Chart # 5). The first area that we will discuss here is charter management organizations. As we have previously mentioned, we are particularly interested in charter schools that have a track record of success. A number of charter schools have formed replication divisions and have demonstrated that they are particularly successful with serving at-risk students. We have conducted research into some of the most successful charter management organizations in the United States. Additionally, we were fortunate to attend a meeting in San Francisco with approximately twenty of the most successful C.M.O.'s in the United States. As one of only a few school districts invited to this meeting, we were able to learn about relationships that

districts can establish with charter management organizations as well as the successful ingredients that make these organizations successful. We followed this up with a trip to Texas to observe some C.M.O. and district compact success stories and to see this interaction. This three-day trip was invaluable in helping us understand how this might work and to expand our thinking about potential relationships with charter schools. Consequently, we are potentially interested in receiving applications from successful C.M.O.'s for a charter school. In anticipation of this possible opportunity, we have added into **Appendix B: Replication Application Addendum**.

The last new approach that we will discuss in this application is the Early College in the High School model. This subcommittee was led by Wendy Watson and Melissa Pettey. This group of educators investigated different approaches across the United States in terms of Early College initiatives. We have also launched a number of conversations with two local universities about potential programs in this area; in particular, one of our local community colleges is extremely interested in pursuing this type of relationship. We have met with Dr. Janet Gullickson, President of Spokane Falls Community College, and her leadership team about exploring this type of program multiple times this school year; consequently, the foundation for a potential charter has been established. This is also one of our most active subcommittees this summer. We have a large amount of work continuing into the summer to investigate potential funding models, curriculum alignment, and programmatic approaches. There is also community support to continue pursuing these options (see **Appendix G: K-12 Options Survey Results**) Therefore, we see this as a potential charter opportunity in the future.

Summary

Overall, Spokane Public Schools has done extensive research and planning since the voters passed the charter legislation this fall. In **Appendix H: Spokane Public Schools K-12 Options Committee**, you can see a draft document that outlines some of the work that has taken place this school year. While this version of the committee work is outdated in terms of current content, it does document that Spokane has been diligent in exploring a wide range of options for charter and choice programs and is extremely committed to this effort.

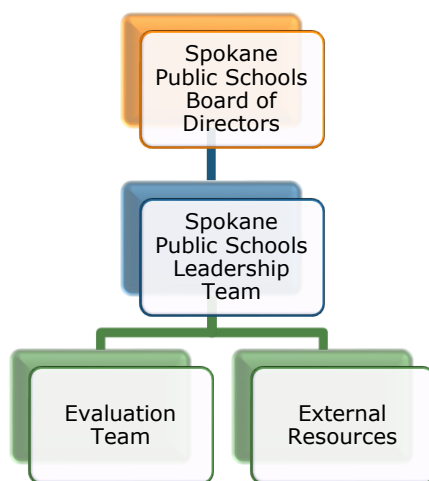
Additionally, we are submitting some of our survey results from the community about charter and choice programs. In **Appendix G: K-12 Options Survey Results**, you can see a short survey that was opened to the public this spring that was referenced in this section multiple times. We plan on greatly expanding these types of surveys and studies this fall. However, it does show that there is wide-spread interest and excitement about a range of expanded opportunities. It also establishes that the previously discussed options are beyond theoretical ideas. We have pursued these systematically and thoughtfully. We see charters as part the available options to help us in the next year to provide increased choices and options to all of our students and, in particular, our at-risk students.

Spokane Public Schools is committed to receiving and fairly evaluating charter applications on the criteria outlined later in this document. We will not exclude applications that propose to fulfill other goals and will actively entertain other and new ideas that will help us accomplish our strategic plan. However, we do plan on reaching out to desired groups or proposed types through a variety of methods. One area that we feel will be of particular interest and will help encourage applicants is our desire to partner in unique ways. For example, we plan on encouraging potential applicants to meet with us around facilities. During this school year, we have undertaken a comprehensive review of our facilities. We are confident that we have one or more facilities that Spokane can make available as part of our incentive package. One of these facilities is currently unused and could be available for use in less than 12 months. Additional facilities could be available as soon as one year to three years depending on our 2015 Bond pending the outcome of the bond by the voters.

Part 2: Spokane Public Schools Plan to Support the Vision

Below you will find an organizational chart showing where primary authorizing responsibilities lie within Spokane Public Schools.

Chart # 8: Organizational Chart for Spokane Public Schools Authorization Process



Spokane Public Schools Board of Directors will be responsible for the final approval or denial when involving new, renewal, non-renewal, or revocation of charter schools.

Spokane Public Schools Leadership Team will have the primary job of reviewing all charter school applications for new, renewal, non-renewal, or revocation before submission to the Spokane Public Schools Board of Directors. The Evaluation Team will be made up of individuals from Spokane Public Schools that will specialize in different areas of the charter review process. The Evaluation Team Breakdown is based on RCW 28A.710.100. Spokane Public Schools evaluations will be reviewed in a tiered application process which is outlined below:

Step 1: Initial Review of Charter Application. A Evaluation Team of individuals from Spokane public Schools will first review the charter application to determine if the applicant has meet all the requirements to be considered for review. If the application is complete the charter application will move on to step 2.

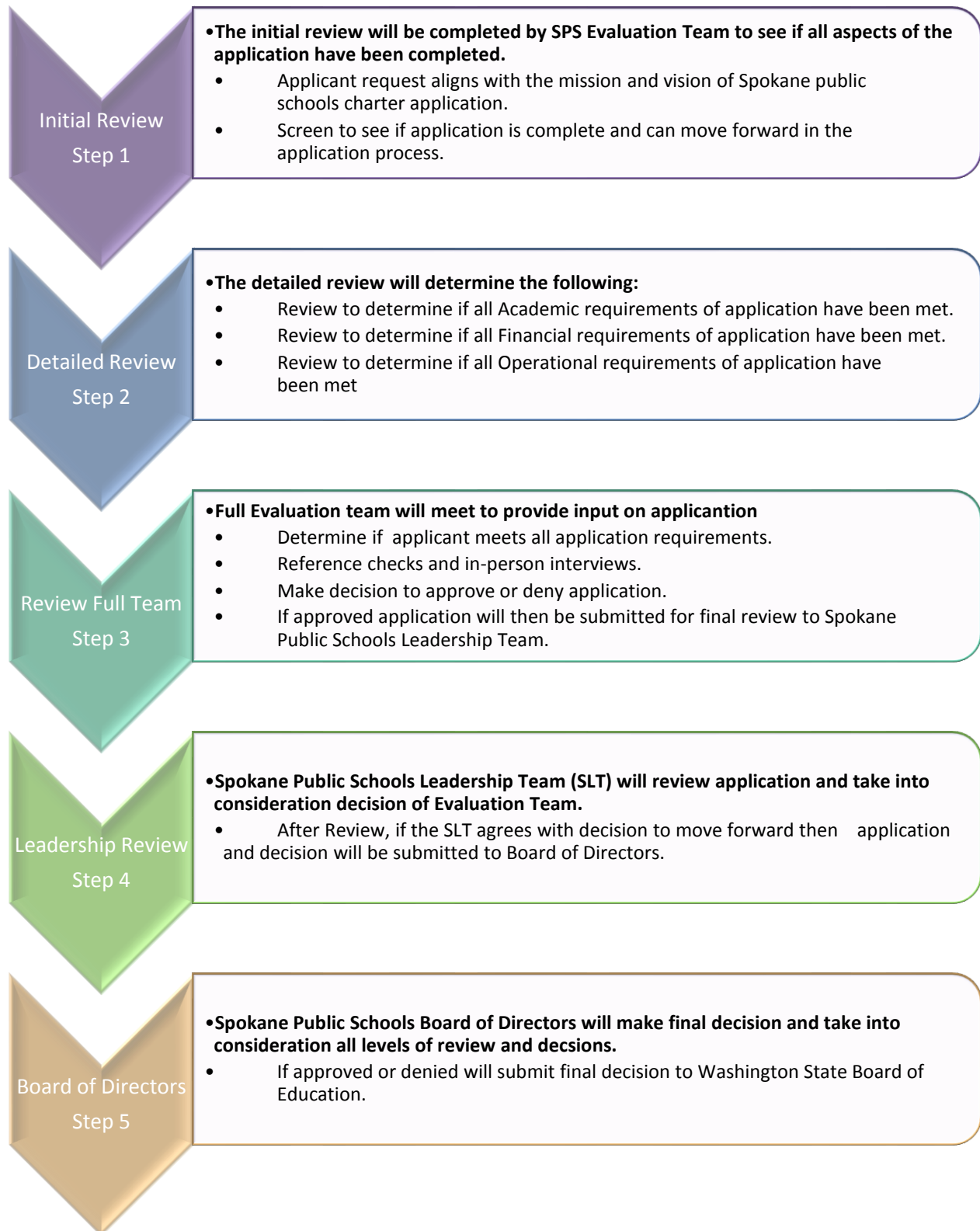
Step 2: Academic Review of Charter Application, Financial Review of Charter Application, and Operational Review of Charter Application. This review will be completed by evaluation team member specific to each area of the application.

Step 3: Once each area has been reviewed by focused groups the full evaluation team will then meet to discuss the application and determine if the applicant should be considered for approval or denial.

Step 4: The evaluation team will then submit the application to the Spokane Public Schools leadership team with their recommendation. The Spokane Public Schools Leadership Team will review the application and decision of the evaluation team and then determine if they agree with the decision of the evaluation team. Once the Spokane Public Schools Leadership has determined their plan of action they will then submit their decision to the Spokane Board of Directors for the final review with details on their decision.

Step 5: Spokane Public Schools Board of Directors will have the final say on the charter school application. Once the final decision is made the Board of Directors will submit their decision to the Washington State Board of Education.

Chart # 9: Tiered Application Process



Spokane Public Schools Evaluation Team will be responsible for the following:

- Soliciting and evaluating charter application, approving quality applications that meet identified educational needs and promote a diversity of educational choices, and denies weak or inadequate applications
- Negotiating and executing sound charter contracts with each authorized charter school
- Monitor in accordance with charter contract terms the performance and legal compliance of charter schools, including, without limitation, education and academic performance goals and student achievement
- Determining whether each charter contract merits renewal, nonrenewal, or revocation

Spokane Public Schools will annually submit a report to the Washington State Board of Education according to a timeline, content and format specified by the board, which includes:

- The authorizer's strategic vision for chartering and progress toward achieving that vision
- The academic and financial performance of all operating charter schools overseen by the authorizer, including, the progress of the charter schools based on the authorizer's performance framework
- The status of the authorizer's charter school portfolio, identifying all charter schools in each of the following categories: approved but not yet open, operating, renewed, transferred, revoked, not renewed, voluntarily closed, or never opened
- The authorizer's operating costs and expenses detailed in annual financial statements that conform with generally accepted accounting principles
- The services purchased from the authorizer by the charter schools under its jurisdiction under RCW28A.710.110, including an itemized accounting of the actual costs of these services
- Neither an authorizer, individuals who comprise the membership of the authorizer in their official capacity, nor the employees of an authorizer are liable for a employee acts of omission of a charter school they authorize

- No employee, trustee, agent, or representative of an authorizer may simultaneously serve as an employee, trustee, agent, representative, vendor, or contractor of a charter school under the jurisdiction of that authorizer

Spokane Public Schools will have a variety of individuals who will take part in the overall authorization process. Below you will find the biographies of Spokane Public School current Board of Directors who will play a significant part in the charter approval process.

Spokane Public Schools Board of Directors

Robert Douthitt

Board President

Robert H. Douthitt, currently board president, has been a board member since 2007. In the past, Douthitt served on the board of directors of Holy Family Adult Day Centers, Girl Scouts, American Cancer Society and the Chase Youth Foundation; on Dominican Network (Holy Family Hosp.) Planning and Finance committees; Spokane Chamber of Commerce Taxation Committee; and was a member of Spokane Downtown Rotary. A graduate of Princeton University (AB Econ), University of Virginia (JD), and NYU (LLM Taxation), he served as a tax attorney with Lukins & Annis from 1981-1999, and was chairperson of the Business Law Section of the Washington State Bar Association in the mid 1990s. He started Great Clips in Spokane in 1994, growing it to 15 salons before selling it in 2007. He also represented franchisees in the western U.S. on the franchisee advisory board of Great Clips, Inc. for seven years. All three of his children graduated from Spokane Public Schools. Expiration of term: November 2013.

Jeffrey Bierman, PhD

Co-Legislative Liaison

Jeffrey D. Bierman, currently co-legislative liaison, joined the board in 2008. A professor of physics at Gonzaga University, Dr. Bierman has served as a member of the Washington State Board of Education Science Standards Advisory Panel. Past community service includes, among

others, appointments to the Spokane City Plan Commission, the Spokane Design Review Committee, the Spokane Regional Transportation Committee, Citizen's Advisory Committee on Transportation and the Spokane Housing Advisory and Appeals Board. Bierman also is a member of several physics education organizations, and has served on many committees at Gonzaga. He is a member of Franklin Elementary's Parent Teacher Group and a volunteer at that school. In the past, he served as an alternate representative to the SPS Citizen's Advisory Committee. Bierman's three children attend Spokane Public Schools. Expiration of term: November 2015.

Susan Chapin

Vice President

Susan S. Chapin, currently vice president, has been a board member since 2007. Selected as a Volunteer of the Year for 2004-2005, she has volunteered with the district since 1994 in a number of roles: as a PTG member at Hamblen Elementary, a parent representative of the Libby Center Site Council, a levy campaign representative, an alternate on the SPS Human Growth and Development Committee, and PTG president and fund-raising chair of the Odyssey Program. Chapin also served as Ferris' representative to the Citizens Advisory Committee, as a member of the Principal's Advisory Committee for Ferris, and as a member of the Gifted Education Parent Advisory Committee. Chapin is currently employed as Infection Control Coordinator at Sacred Heart Medical Center. She was a CampFire USA club leader and board member for the Spokane AIDS network. A Washington State University graduate, Chapin has been a registered nurse since 1979. Both of her children attended Spokane Public Schools and graduated from Ferris, as did Chapin herself. Expiration of term: November 2013.

Deana Brower

Co-Legislative Liaison

Deana Brower, currently co-legislative liaison, joined the board in 2011. Brower has volunteered with the district since 2005 in a number of roles: PTG President and Volunteer Coordinator at Jefferson Elementary, Chair of the SPS Human Growth and Development and

Safety Committee, participant of the Middle School Advisory Committee, and delegate representing Jefferson Elementary on the Citizens Advisory Committee. A graduate from the University of California, Brower taught secondary Social Studies and English for twelve years before serving as a youth and education advocate in Spokane. Most recently, Brower has served on the Board of Directors at the YWCA, the Chase Youth Commission, and Citizens for Spokane Schools. She has two children, both attending Spokane Public Schools. Expiration of Term: November 2017.

Rocco Treppiedi

Board Member

Rocco N. "Rocky" Treppiedi has been a board member since 1996. A graduate of the John Jay College of Criminal Justice and the Gonzaga University School of Law, Treppiedi divides his time between serving as an Administrative Law Judge for the State of Washington and practicing as a local attorney. He has served the Spokane Legal Services Center, Spokane Project Self Sufficiency, the Washington SIDS Foundation, and the Downtown Exchange Club Foundation as president, and is involved in various youth, professional, and community activities. Treppiedi has served on the Parent Advisory Committee at Woodridge, Salk, and Shadle Park, and on the district's Gifted Education Parent Advisory Committee. Treppiedi's three children graduated from Spokane Public Schools. Expiration of term: November 2015.

In addition to the Board of Directors, Spokane Public Schools Leadership Team will also play a significant role in the approval process for charter schools. Below you will find brief biographies of each member of the Spokane Public Schools Leadership Team.

Spokane Public Schools Leadership Team

Dr. Shelley Redinger

Superintendent

Dr. Shelley Redinger joined Spokane Public Schools as superintendent in the summer of 2012, returning to the community where she was born. She received her B.A. and M. Ed. from

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Washington State University and her M. Ed. and Ph.D. in Educational Administration from the University of South Carolina. Dr. Redinger's past experience includes superintendent of Spotsylvania School District in Fredericksburg, Va.; superintendent of Oregon Trail School District in Sandy, Ore.; executive director of Teaching and Learning for Richland School District and principal of Sacajawea Elementary in Richland, Wash.; principal of H.E. Corley Elementary in Irmo, S.C.; assistant principal of Conder Elementary in Columbia, S.C.; and teacher at Rice Creek Elementary in Columbia, S.C., Jefferson Elementary in Richland, Wash., and Park Middle School in Kennewick, Wash. Dr. Redinger leads through collaboration and by focusing on the vision of the district. She works hard to develop and nurture relationships between all stakeholders, and isn't afraid to make changes when needed after thoroughly studying an issue. Dr. Redinger and her husband have one son in elementary school.

Dr. Mark Anderson

Associate Superintendent, School Support Services

Mark Anderson has served as Associate Superintendent for Spokane Public Schools, the state's second largest school district serving over 30,000 students, from 1998 to the present. As Associate Superintendent, Dr. Anderson provides leadership for all aspects of Spokane Public Schools' business operations to include direct supervision of directors for budget and finance, school construction and planning, property management and acquisition, facility maintenance and custodial services, purchasing and warehousing, safety and security, technology and information services, pupil transportation, student nutrition services, payroll, voice communications, and KSPS public television. As a member of the superintendent's senior staff, Dr. Anderson serves as the chief operations officer for Spokane Public Schools and as assistant secretary to the Board of Directors.

Dr. Steven Gering

Chief Academic Officer

Steven Gering entered education through Teach for America. Teaching in the Rio Grande Valley of Texas for four years, he was named secondary teacher of the year for the secondary schools

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in his third year of teaching. He then went on to Harvard Graduate School of Education to pursue his masters degree. For the past sixteen years, he has served as a school and district administrator. In his first administrative role, he was assistant principal of Mountlake Terrace High School. In his role there, he wrote two grants totalling approximately 1.5 million dollars and helped lead the conversion of the high school into five small schools. He then served as principal of North Central High School and helped lead the work around dramatically increasing the numbers of students graduating with college ready transcripts, the percentage of students taking Advanced Placement courses, and the graduation rate. For the past two years, he has served as the Director of Assessment, College and Career Readiness, and Innovative Programs and as the Chief Academic Officer for Spokane Public Schools.

Erica Hallock

Director, Community Relations

Erica Hallock has served as the Director of Community Relations for Spokane Public Schools since May 2013. Prior to assuming this role, she was the President/CEO for the United Ways of Washington, a position she held for five years. Former Governor Chris Gregoire appointed Hallock to the State Nursing Commission in 2006 where Hallock is currently in her second year as Vice Chair. Hallock earned a Masters of Public Policy and Administration from California State University, Sacramento in 1995 and a BA in Political Science from the University of California, Riverside in 1992. She lives in Spokane with her husband, Bob, and two school-aged children.

Tennille Jeffries-Simmons

Chief Human Resources Officer

Tennille Jeffries-Simmons serves as Spokane Public Schools' Chief Human Resources Officer, a position she has held since July 2012. Jeffries-Simmons has worked with Spokane Public Schools since July of 2005 in a number of roles, including Executive Director of Human Resources and Director of Employment and Equity Services. Prior to joining Spokane Public Schools, Jeffries-Simmons worked for Habitat for Humanity where she served as the Director of

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Major Gifts and Coordinator of Family Services. Tennille Jeffries-Simmons received her degrees from Gonzaga University. Jeffries-Simmons lives in Spokane with her husband and school-aged son.

Dr. Linda McDermott

Executive Director, Finance

Dr. Linda A. McDermott is Executive Director of Finance with Spokane Public Schools. Dr. McDermott provides strategy and leadership for all aspects of the District's financial, accounting, budgeting, payroll and benefits operations, and enrollment reporting. She provides direct supervision to the directors of accounting, budget, and the internal control accountant. Dr. McDermott serves as the chief financial officer and the certification officer for the District.

Dr. McDermott received her Bachelor of Arts degree in Business Administration in 1985 and her Masters degree in Business Administration in 1995, both from Eastern Washington University. She earned her Doctorate of Education (Educational Administration) from Washington State University in 2012. Dr. McDermott began her professional career as an accountant in private industry and in 1987 moved to the public sector as an investigative auditor for the Washington State Gambling Commission. In 1989 she joined Community Colleges of Spokane; from 2002 to 2010 she served as the district chief financial officer. In July 2010, she moved to Spokane Public Schools as the Executive Director of Finance. Dr. McDermott is a Certified Public Accountant.

Dr. McDermott has held statewide leadership positions in Washington's community and technical college system and is a past president and board member of the Association of Government of Accountants. She previously served as a board member and Treasurer of Girl Scouts Eastern Washington & Northern Idaho.

External Partnership

As Spokane has considered pursuing its authorization application, we have created strong external partnerships to help support us in our authorization role and help us ripen our thinking in terms of partnership with charter schools and expanding choice to help move our strategic goals forward.

We are attending the Portfolio School District Network Meeting hosted by the Center for Reinventing Public Education in early July. This will be an excellent opportunity to network with school districts all across the United States who are using charter schools as a part of their portfolio of available programs. We have also met and consulted with this group multiple times this past school year. Most recently, we consulted with them to do an internal audit of our district compactly to support charter schools. We are still waiting for the initial results of this audit which we will review, analyze, and incorporate necessary changes into our strategic plan.

We have also been in regular contact with two teams from the Bill and Melinda Gates Foundation. The Washington state team led by Edie Harding, Senior Program Officer for the U.S. Program, paid for our trip to Spring Branch, Texas, to visit a successful district-charter compact and charter school in action. The College-Ready Education Strategy Leadership Team co-lead by Don Shalvey, Deputy Director, hosted our leadership team at a meeting of Charter Management Organizations (C.M.O's) in San Francisco. This meeting allowed us to network with school districts such as Denver Public Schools and to meet with leaders from some of the most successful C.M.O's in the United States. Finally, we have been a part of a number of meetings to learn more about what is happening across the United States. We have also done extensive research and have found a number of our own relationships and networks to support us in this undertaking.

One of the most helpful support organizations in terms of the actual authorizer application has been the National Association of Charter School Authorizers (NACSA). We attended a one day work shop hosted by Washington Association of School Administrators (WASA) where we received involved technical assistance on the authorizer application. We have also consulted with them during the writing of the application; it is possible that we may use NACSA as an external partner to support us as an authorizer as the need arises. Budgetary

funds have been specifically allocated to support the need for potential contracting with NACSA. Our primary contacts at NACSA have been William Haft, Vice-President of Authorizer Development, and Carly Bolger.

Finally, we have worked extensively with the Washington State Charter Schools Association, the new statewide nonprofit that supports the startup of high quality public schools in Washington. We have been in touch with them weekly as they have helped us refine our thinking about our charter/choice strategies. They have flown over to meet with us, and we conduct conference calls on a regular basis.

Financial Responsibilities

Since the effort to expand the choice options for families in Spokane public Schools is part of our larger strategic plan and initiatives, we have created an Office of Innovation as a key part of our school district. This office has dedicated office space, secretarial support, and a dedicated lead, to get this office off the ground. Part of the responsibilities of this office will be to oversee charter schools. This includes soliciting requests for proposals; managing the process of retrieving applications; using our performance framework and review process; and ultimately managing the renewal, non-renewal and revocation processes. We anticipate that these resources will be more than adequate to get the department off the ground and that this department will be able to receive, process, and lead the review of any charter school applications. Spokane Public Schools undergoes yearly budgetary reviews and prioritization; if we need to restructure and/or reallocate funds to support authorization activities, we will do so in our annual review.

In addition to this office, we also plan on using some district resources in our system as part of our authorization and oversight. For example, our purchasing and contract services department will assist in crafting and executing any necessary agreements with charters that are approved in our district.

We have also been using resources from the National Association of Charter School Authorizers. We attended a training session hosted by NACSA and WASA. Additionally, the Bill and Melinda Gates Foundation has paid NACSA for some consulting services to assist any

interested district with the charter school authorization process. We have taken advantage of these resources by using template documents, their full library of materials, and some consultation.

District staff possesses the necessary skills and expertise to evaluate applicant business plans and the financial performance of approved schools. The expertise is evidenced by staff qualifications in the School Support Services/Budget and Finance division, to include division leadership by the following employees:

Mark E. Anderson, Associate Superintendent, School Support Services, Ph.D.

Over 20 years leading school support operations to include governance and school district policy and procedure, HR, transportation, nutrition services, long-term facility planning and budgeting.

Linda A. McDermott, Chief Financial Officer, Ed.D, CPA

Over 20 years of experience in higher education and K-12 education.

Cindy K. Coleman, Director of Accounting, CPA, CGMA

Over 20 years of experience auditing and oversight of school district accounting.

Craig T. Skillestad, Director of Budget, CPA, CGFM

Over 20 years of experience in budgeting and grant administration; currently manages a \$325 million General Fund Budget supporting 50 schools and 29,000 students.

Craig A. Numata, Supervisor of Fiscal Analysis and Data Reporting, CPA

Over 10 years of experience in data analysis and state reporting for the district.

The school district has a long standing reputation for financial stewardship, accountability, and reporting as evidenced by nearly a decade of unmodified audit opinions and financial awards from the Government Finance Officers Association and Association of School Business Officials. Additionally, the district's 2011-12 total Financial Profile Score determined

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by the Office of the Superintendent of Public Instruction was 2.95 on a 4.0 scale. The profile score illustrates the district's strong financial condition as well as prudent fiscal management. The district anticipates allocating current staff resources and will rely on existing staff expertise to monitor charter schools. Additionally, the district will hire external contractors (e.g. public accounting firm) to assist with periodic financial program evaluations and review. The initial estimate of resources need for external evaluations is \$50,000 per year. The resource estimates will increase and be revised as additional charter schools are authorized. The resource estimates assume that the authorized schools are able to implement their own accounting and payroll systems and procedures. Additional fees will be assessed to the school should the school district provide these services. A fee for these services will need to be determined.

Staff to support the process have recently been allocated in the budgetary process. We now have a Department of Innovation with dedicated leadership, secretarial support, discretionary budget allocations, and in-kind supports to launch this work. Initial budgets and dedicated FTE exceed \$200,000. There are 2.0 FTE specifically dedicated to this work. Above and beyond both of these figures are the tremendous in-kind support that will be provided by the school district. Because we are the second largest school district in the state, we have the organizational expertise and specific skill sets that will allow us to adequately support this program.

Part 3: Spokane Public Schools Draft Outline

As a charter school authorizer, Spokane Public Schools plans on submitting annual request for proposals and following the timelines as established for approval as outlined by the Washington State Board of Education and the Washington State Charter Commission. Our draft request for proposal/charter school application can be seen in **Appendix A: Application for New Quality Schools**.

Below you will find Chart # 10: Cross reference to requirements outline in RCW28A.710.130. In order to assist reviews of our application, we created this chart to serve as a cross reference to documents where our application contains all of the necessary requirements set forth in RCW 28A.710.130.

Chart # 10: Cross reference to requirements outlined in RCW28A.710.130

Chart 10	Cross reference to requirements outlined in RCW28A.710.130	
Reference	Item needed:	Location(s)
a	An executive summary;	
b	The mission and vision of the proposed charter school, including identification of the targeted student population and the community the school hopes to serve;	Student Overview
c	The location or geographic area proposed for the school and the school district within which the school will be located;	Cover Sheet
d	The grades to be served each year for the full term of the charter contract	Enrollment Summary
e	Minimum, planned, and maximum enrollment per grade per year for the term of the charter contract;	Enrollment Summary
f	Evidence of need and parent and community support for the proposed charter school	Student Overview & Parent and Community Involvement

g	Background information on the proposed founding governing board members and, if identified, the proposed school leadership and management team;	Student Overview & Governing Board
h	The school's proposed calendar and sample daily schedule;	School Calendar and Schedule
i	A description of the academic program aligned with state standards;	Curriculum and Instructional Design
j	A description of the school's proposed instructional design, including the type of learning environment; class size and structure; curriculum overview; and teaching methods;	Curriculum and Instructional Design
k	Evidence that the educational program is based on proven methods;	Curriculum and Instructional Design
l	The school's plan for using internal and external assessments to measure and report student progress on the performance framework developed by the authorizer in accordance with RCW 28A.710.170;	Performance management
m	The school's plans for identifying, successfully serving, and complying with applicable laws and regulations regarding students with disabilities, students who are limited English proficient, students who are struggling academically, and highly capable students;	Student Recruitment and Enrollment
n	A description of curricular or extracurricular programs and how they will be funded and delivered;	Supplemental Programming
o	Plans and timelines for student recruitment and enrollment, including targeted plans for recruiting at-risk students and including lottery procedures;	Student Recruitment and Enrollment
p	The school's student discipline policies, including for special education students;	Student Discipline

q	An organization chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, staff, any related bodies such as advisory bodies or parent and teacher councils, and any external organizations that will play a role in managing the school;	Organizational Charts & Staffing
r	A clear description of the roles and responsibilities for the governing board, the school's leadership and management team, and any other entities shown in the organization chart;	Educational Program Capacity & Governing Board
s	A staffing plan for the school's first year and for the term of the charter;	Organizational Charts & Staffing Structure
t	Plans for recruiting and developing school leadership and staff;	Staffing Plans, Hiring, Management, and Evaluation
u	The school's leadership and teacher employment policies, including performance evaluation plans;	Staffing Plans, Hiring, Management, and Evaluation
v	Proposed governing bylaws;	Governing Board
w	An explanation of proposed partnership agreement, if any, between a charter school and its school district focused on facilities, budgets, taking best practices to scale, and other items;	Partnership or Contractual Relationships
x	Explanations of any other partnerships or contractual relationships central to the school's operations or mission;	Partnership or Contractual Relationships
y	Plans for providing transportation, food service, and all other significant operational or ancillary services;	Start-Up & Ongoing Operations
z	Opportunities and expectations for parent involvement;	Parent and Community Involvement

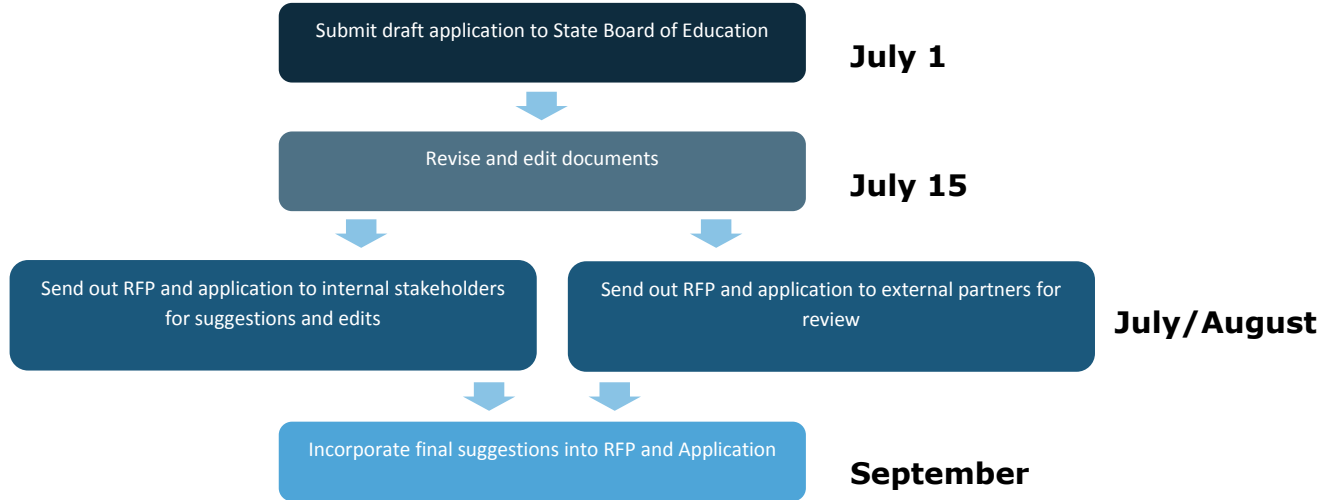
aa	A detailed school start-up plan, identifying tasks, timelines, and responsible individuals;	Start-Up & Ongoing Operations
bb	A description of the school's financial plan and policies, including financial controls and audit requirements;	Financial Plan
cc	A description of the insurance coverage the school will obtain;	Financial Plan
dd	Start-up and five-year cash flow projections and budgets with clearly stated assumptions;	Financial Plan
ee	Evidence of anticipated fund-raising contributions, if claimed in the application; and	Financial Plan
ff	A sound facilities plan, including backup or contingency plans if appropriate.	Facilities

We currently believe that our charter school application is close to complete (**Appendix A: Application for New Quality Schools**). However, there are still a number of unresolved issues that need to be addressed before we can post our first request for applications.

First, we plan on inserting some of demographic and district specific information from section one of our application. We would want to insert that information into our application to help guide potential applicants towards the types of schools that we are the most interested in authorizing and the regions of the city where we are most interested in locating charter schools and choice programs.

Second, we plan on showing our request for proposal and charter school application with multiple external partners for feedback and review. Since this is our first venture into being a charter school authorizer, we value the expertise and knowledge of our external partners to ensure that we have created the best possible application that will allow us to accomplish our goals. We also plan on taking our RFP and cross referencing this with the RFP published by the Washington State Charter Commission to improve our RFP before publishing and promoting it to any interested partners.

Chart # 11: Spokane Public Schools Charter Application Editing Timeline



Finally, we also plan on working with our community relations department on a communication strategy. Because we are interested in finding community partners to help us accomplish our goals, it is imperative that we make the RFP and application process known to potential partners. We will need to a communication plan after we are formally approved as an authorizer once our application is ready; we also plan on making copies of the application available on the internet and in printed copies at our district office. Finally, we plan on hosting public information meetings to engage in question and answer sessions with any potential applicants prior to the application deadline.

As part of our application process, we have also created a differentiated process for applicants interested in replicating an existing charter school. The Replication Addendum can be found in **Appendix B: Replication Application Addendum**. This attachment outlines the supplemental information that Spokane Public Schools plans on soliciting for replication applicants.

In addition to a clear and public process for charter school applicants, Spokane also plans on notifying applicants of approval or denial and sharing the results of the scoring with applicants in a timely manner (within 30 days of the closure of the application cycle or sooner if specified by law). Charter applications that meet our established and public criteria in the

written components will then move on to additional phases including in-person interviews, reference checks, and any other due diligence to assess applicants' capacity to operate a quality charter school.

In terms of the initial written evaluation of applications, Spokane intends to add measures of quality assurance. Spokane plans on contracting with NACSA for initial training for the evaluation team and in having external consultants from NACSA join us in evaluating charter school applications.

Part 4: Spokane Public Schools Performance Framework

Our draft performance framework for evaluating charter schools that are approved by Spokane Public Schools can be found in **Appendix C: Performance Framework**. The Performance Framework by itself, however, only delineates the metrics that Spokane Public Schools will use to monitor charter school performance. It does not, however, explain how these metrics will be used as a whole to paint a comprehensive portrait of charter school performance. Therefore, we have also attached our weighting criteria in **Appendix D: Weight for Performance Framework** for the performance framework to help distinguish how the metrics will work as a whole with one another.

The Performance Framework is a complete compendium of metrics that Spokane Public Schools plans on using to evaluate charter school performance. In order to assist in tracking where our performance framework addresses the criteria outlined in RCW 28A.710.170, we have created Chart 10: Cross reference to requirements outlined in RCW28A.710.170. This chart serves as a cross reference to documents where our application contains all of the necessary requirements set forth in RCW 28A.710.170.

Chart # 12: Cross reference to requirements outlined in RCW28A.710.170

Chart 12	Cross reference to requirements outlined in RCW28A.710.170	
Reference	Item needed:	Page(s)
a	Student academic proficiency;	86
b	Student academic growth;	87
c	Achievement gaps in both proficiency and growth between major student subgroups;	89
d	Attendance;	89
e	Recurrent enrollment from year to year;	90
f	Graduation rates and postsecondary readiness, for high schools;	91

g	Financial performance and sustainability; and	92-95
h	Board performance and stewardship, including compliance with all applicable laws, rules, and terms of the charter contract.	96-104

There are a number of key issues that still need to be resolved before the performance framework is finalized. First, we need to take the performance framework through an internal review process. Due to the compressed time line of the application process, we have created our performance framework with shortened opportunities for extended discussion and review. Consequently, we plan on taking our draft of this performance framework through a comprehensive internal review and discussion to ensure it matches our internal standards and meets our expectations for a successful charter school review process.

Second, we plan on engaging some of our external partners for additional feedback and review. We have worked with our external partners during the application process. However, during the summer we plan on soliciting detailed feedback and suggestions to allow us to further refine our performance framework. There are also a number of details that still need to be attended to as part of our performance framework. For example, we have been closely following the information posted on the Washington State Board of Education website about the pending changes to the Washington State Achievement Index. As the final changes to the index are adopted and the details are fully understood, it will be necessary to examine our performance framework and to make sure that the aspects and nuances of the index are reflected inside our documents.

The most recent changes and updates to the Washington State Achievement Index were posted on the State Board website on June 19, 2013; we have not had the opportunity to study this in complete detail to ensure that all of the components have been included. However, we have been diligent in following the evolution of the complete index to the best of our abilities, and we fully intend to incorporate the index into our performance framework once we see the

final index. Furthermore, we plan on modifying our performance framework to track the future changes of the Achievement Index as appropriate.

Finally, we need to do some more internal review and testing of the document attached in **Appendix D: Weight for Performance Framework**. We plan on running multiple fictitious scenarios through our weighting process this summer. The results of the different scenarios will be examined by an identified team. The team will make recommendations about changes to the Office of Innovation to incorporate into the final document.

Part 5: Spokane Public Schools Renewal, Non-renewal, and Revocation Processes

Outline a plan to take appropriate actions in response to identified deficiencies in a charter schools performance or legal compliance with applicable state and federal laws and terms of the charter contract.

Spokane Public Schools has created an application for proposed renewal, non-renewal, and revocation consistent with RCW 28A.710.190 and RCW 28A.710.200. Spokane Public Schools intends to establish clear standards for renewal, non-renewal, and revocation of charters that meet the requirements set forth in RCW 28A.710.190 and RCW 28A.710.200. We have created Chart 5: Cross reference to requirements outline in RCW 28A710.190. The following charts serve as a cross reference to documents where our application contains all of the necessary requirements set forth in RCW 28A.710.190 and RCW 28A.710.200.

Renewal:

Chart # 13: Cross reference to requirements outlined in RCW28A710.190

Chart 13	Cross reference to requirements outlined in RCW28A710.190(3)	
Reference	The renewal application guidance must:	Location(s)
a	Present additional evidence, beyond the data contained in the performance report, supporting its case for charter contract renewal	148 & 150
b	Describe improvements undertaken or planned for the school	152
c	Detail the school's plans for the next charter contract term	152
Cross reference to requirements outlined in RCW28A710.190(5)		
Reference	The renewal application guidance must:	Location(s)
a	Ground its decisions in evidence of the school's performance over the term of the charter contract in accordance with the performance framework set forth	150 & 151

	in the charter contract	
b	Ensure that data used in making renewal decisions are available to the school and the public	150 & 151
c	Provide a public report summarizing the evidence basis for its decision	151

Non-Renewal or Revocation:

Chart # 14: Cross reference to requirements outlined in RCW28A710.200

RCW 28A.710.200			
Chart 14	Cross reference to requirements outlined in RCW28A710.200		
Reference	The renewal application guidance must have:	Page(s)	Location(s)
a	Committed a material and substantial violation of any of the terms, conditions, standards, or procedures required under this chapter or the charter contract;	164	
b	Failed to meet or make sufficient progress toward the performance expectations set forth in the charter contract;	164	
c	Failed to meet generally accepted standards of fiscal management	164	
d	Substantially violated any material provision of law from which the charter school is not exempt	164	
Cross reference to requirements outlined in RCW28A710.200(2)			
	A charter contract may not be renewed if, at the time of the renewal application, the charter school's performance falls in the bottom quartile of schools on the accountability index developed by the state board of education under RCW 28A.657.110 , unless the charter school demonstrates exceptional circumstances that the authorizer finds justifiable.		
Cross reference to requirements outlined in RCW28A710.200(3)			

Reference	The renewal application guidance must:	Location(s)
a	Provide the charter school board with a timely notification of the prospect of and reasons for revocation or nonrenewal	164
b	Allow the charter school board a reasonable amount of time in which to prepare a response	164
c	Provide the charter school board with an opportunity to submit documents and give testimony challenging the rationale for closure and in support of the continuation of the school at a recorded public proceeding held for that purpose	164
d	Allow the charter school board to be represented by counsel and to call witnesses on its behalf	164
e	After a reasonable period for deliberation, require a final determination to be made and conveyed in writing to the charter school board	164

See **Appendix E: Spokane Public Schools Renewal and Nonrenewal Application**

See **Appendix F: Revocation Process**

Appendix A:

Application for New Quality Schools



Application for New Quality Schools To open in 2014-2015 or thereafter

Spokane Public Schools Mission

The mission of Spokane Public Schools is to develop the skills and talents of all students through rigorous learning experiences, relevant real-life applications, and supportive relationships.

Spokane Public Schools

200 N. Bernard

Spokane, WA 99201

Phone: (509) 354-5900



June 13, 2013

Dear New School Applicant:

The Spokane Public School believes every student in Spokane should have access to excellent education that meets their individual needs. We are committed to improving and increasing opportunities for students in Spokane by improving our existing schools and forming new schools to address our students' needs.

We welcome local and national applicants to submit proposals for new schools that will serve the community needs outlined in this Application for New Quality Schools. We seek all types of new schools, including performance and charter schools. We are looking for proven, research-based models that will offer rigorous curriculum, strong relationships, and innovative approaches to education that will prepare our diverse student body for post-secondary success and beyond.

Through this process, we hope to build on the success of our current schools, leaders, and educators by adding additional, high-performing schools for our students. Together, our existing schools and new schools will help us capitalize on our commitment to ensuring all students in Spokane achieve academically and gain the knowledge and skills necessary to become contributing citizens in our diverse society.

On behalf of Spokane students and families, thank you for joining us in this important work.

Sincerely,

Steven Gering
Chief Academic Officer



June 13, 2013

Dear New School Applicant:

It is with great pleasure that I present the first annual Spokane Public Schools' Application for New Quality Schools. Each year, we will release the Application for New Quality Schools to share detailed information about our District's plans, priorities, and goals. Through this Application for New Quality Schools, Spokane Public Schools (SPS) is seeking motivated and targeted groups – including educators, parents, teachers, and community leaders – with the drive, experience, and commitment to start new, high-performing schools in our neighborhoods.

As part of our new strategic plan, we have clear goals to dramatically increase student achievement, ensure that all students are annually growing a year or more, and to add a number of new choice options to our school district offerings. Therefore, we are inviting you to be an active partner by submitting an application for a new quality charter school.

Spokane Public Schools is committed to working collaboratively with potential leaders, school applicant teams, national companies, local communities, and all school stakeholders to expand the number of high-performing schools for our families.

Thank you for your interest in this critical part of our efforts to ensure all Spokane students receive high-quality education. I look forward to working with you.

Sincerely,

Dr. Shelley Redinger
Superintendent

Dear potential applicants,

Spokane Public Schools is committed to receiving applications for charter schools for any and all ideas. We encourage new and innovating approaches to help us reach our mission and strategic goals. In order to assist you in your applicant, we are providing you with specific information about the types of charter applications we are most interested in receiving. This information was gathered though our gap-analysis and research. We hope this information helps to guide and assist you in your application process.

Characteristics of the schools the district is most interested in authorizing

As part of the follow through with our strategic plan and the Board Resolution, Spokane Public Schools launched into a comprehensive examination of choice options. We see this as being a multiple year process in which we investigate choice programs, conduct research, weigh the viability of the programs as part of our school system, and propose implementation of the most feasible and viable programs in a staged implementation schedule. As we examined our strategic plan and priorities, we looked at different features of schools such as staffing, scheduling, curriculum, and community engagement. During this process, a couple of consistent interests rose to the top: curriculum, instruction, and proven success (or a track record of success with at-risk students).

In our initial surveys of educational choice and options, the following were reviewed by Spokane Public Schools committees:

Chart # 5: Educational Choice Programs Explored in 2012-2013 School Year

College and Career Readiness		
Upgraded Curriculum and Rigor	Pedagogical Innovation	Proven Practices
Core Knowledge	Dual Language	Charter Management Organizations
Cambridge	Blended Learning	Early College in the High School
I.B.	Project based Learning	

Through our initial phases of research, there are a couple of categories of charter schools that we are most interested in authorizing. The overarching mantle for these characters is a clear focus on college and career readiness. Goal #1 of our new strategic plan is the following students will be provided rigorous academics and real-life learning opportunities to become college and career ready. To monitor the progress of our schools towards this goal, we have established metrics to track students' progress towards College and Career Readiness standards, to monitor student entry into post-secondary routes of study, and to track whether

students are successful in obtaining degrees. For example, the following chart outlines the metrics that we currently use to track school progress.

Chart # 6: Metrics for Tracking College and Career Readiness Goals

Students ready for Post-Secondary	Students gaining entry into Post-Secondary	Students getting through Post-Secondary
<ul style="list-style-type: none"> ● Rigor of Curriculum <ul style="list-style-type: none"> ○ PSAT ○ ACT ○ SAT 	<ul style="list-style-type: none"> ● Students Entering Post-Secondary <ul style="list-style-type: none"> ○ Graduating high school ○ Going to Post-Secondary ○ Completing FAFSA 	<ul style="list-style-type: none"> ● Students Succeeding in Post-Secondary <ul style="list-style-type: none"> ○ Remediation in college math, reading, and persistence rates
<ul style="list-style-type: none"> ● Intensity of Curriculum <ul style="list-style-type: none"> ○ Student graduating with college-ready transcripts ○ Students taking dual credit courses ○ Students taking AP exams ○ Seniors passing AP exams 	<ul style="list-style-type: none"> ● Expectations for Post-Secondary <ul style="list-style-type: none"> ○ Student Expectations (surveys) ○ Teacher Expectations (surveys) 	
<ul style="list-style-type: none"> ● Technology Literacy <ul style="list-style-type: none"> ○ teacher proficiency 		

Because this is so central to our overall mission, it will be imperative that any potential authorized charter school will help us move forward our college and career readiness agenda in substantial ways. Charter schools will be held accountable for reaching these college and career metrics in the same way as other Spokane Public Schools.

Curricular Rigor

Knowing that we want to have College and Career Readiness as the backdrop and clear mission for any charter school, we are also interested in charter applications that have upgraded curriculum and rigor(see chart # 5). Consequently, one of our subcommittees spent the school year examining the Core Knowledge curriculum and the new Core Knowledge ELA curriculum that is one of the approved Common Core curriculum packages for the state of New

Used by permission and with cooperation of the National Association of Charter School Authorizers. (2013) *NASCA Core Resource Charter School Application*. Retrieved from <http://www.qualitycharters.org>

York. Through this year-long study and examination, the committee believes that the Core Knowledge curriculum has a lot of potential promise in serving all students and in particular at-risk students. This was concluded through meetings with schools in New York using Core Knowledge; discussions with schools in Arizona using the Core Knowledge sequence as part of their work with students; meetings with the publishers in New York (from Amplify Education) about their progress with the English Language Arts curriculum; through book studies; and examination of research results. The results of the English-Language Arts pilot in the city of New York with at-risk students are particularly impressive and deserve further consideration. Because of our intense interest in this program as a potential curriculum for a charter school or choice option, we sent our Director of Innovative Programs and a team of three people to the Core Knowledge National Conference in the last week of June. Additionally, we plan on piloting the Core Knowledge ELA curriculum in two schools (grades K-3) next fall to allow us to get first-hand experience with these materials. Overall, we see this as a promising practice that has had considerable success across the country. Surveys of our community show support for this as a choice option; therefore, this would be one potential curricula that Spokane Public Schools would explicitly name a request for proposal call to the community for charter schools.

Core Knowledge is not our only interest, however. One of our main goals is to provide upgraded curriculum and rigor for at-risk students in anticipation of the Common Core State Standards coming to Washington in the fall of 2014. Because of our general interest in curriculum upgrades in terms of choice and rigor, we also had a committee examine other curriculum options. Currently, Spokane Public Schools is heavily invested in Advanced Placement at the high school level. We were on the National AP Honor Roll for the second year in a row, and we are in a very small number of school districts in the nation to make the honor roll in this area with our levels of students on free and reduced lunch (56.7% in May of 2012). Spokane plans to continue to pursue Advanced Placement support, training, and appropriate expansion in the future. One challenge, however, in preparing at-risk students for Advanced Placement courses and exams has been in the long-term curriculum scope and sequence in the K-9 experience. Outside of the SpringBoard curriculum (which Spokane uses as part of our 6-11 grade English courses), the College Board does not have an official pre-AP curriculum to help prepare students for the rigor of Advanced Placement. Schools and school district often have to create materials on their own through vertical alignment and sequencing.

One potential solution that we have been investigating is the Cambridge Curriculum. The Cambridge Curriculum has been a late entry in the United States market and is based out of England. It has grown in popularity on the east coast (particularly in Florida) and has recently come to the state of Washington in the Federal Way School District. Additionally, one of our high schools, North Central High School, was part of approximately twenty schools in the world to participate in a joint pilot project between the College Board and Cambridge. As part of this pilot, North Central has started the AP/Cambridge Credential Program. Though intensive training and support, a new course program was started that has been tremendously successful; students have had the opportunity to learn how to do college-level writing, deconstruct and reconstruct ideas, and present the results of these findings. All of these have been supported through international standards, clear targets, and quality professional development. Consequently, we have started a full review of the Cambridge Curricula. This

organization has a full elementary, middle school, and early high school program that deserves additional consideration. We had the lead for the national organization come to Spokane to present, and this committee is going to continue into the next school year. We believe that this program has merit and strong community interest, consequently, we will also add this to our request for proposal process.

The last subcommittee focus on specific curricula rigor was around the International Baccalaureate curriculum. In addition to our examination of Cambridge, this subcommittee spent time looking at IB as another possible addition to Spokane. Spokane is currently one of the few large districts in the state of Washington without an I.B. program.

Chart # 7: Survey of Large Washington State School Districts and Advanced Placement, Cambridge, and I.B. Programs

Survey of Large Washington State School Districts and Advanced Placement, Cambridge, and I.B. Programs
<ul style="list-style-type: none">▶ Seattle: AP and IB▶ Bellevue: AP and IB▶ Federal Way: AP, IB, and Cambridge▶ Kent: AP and IB▶ Tacoma: AP and IB▶ Edmonds: AP and IB▶ Auburn: AP▶ Everett: AP▶ Vancouver: AP and IB

Through our research that will also continue into the next year, we see this program as having potential to help provide a strong scope and sequence from our primary program up to high school which is something that we have identified as a top priority.

Overall, our K-12 Options Committee and our sub-committees examining upgraded curriculum and rigor and specific programs are still in progress. These are not non-negotiables for a charter application, but we plan on being explicit in our request for proposal process that we are interested in receiving proposals that provide upgraded curricular rigor to all of our students and, in particularly at-risk students, in all regions of our city.

Pedagogical Innovation

In addition to curriculum rigor, our K-12 Options Committee launched multiple subcommittees to examine Pedagogical Innovations (see Chart # 5). These were identified after many discussions, surveys across the country, and through internal stakeholder interests. The three pedagogical approaches that were examined in the most detail this school year as potential charter options were project based learning, blended learning, and dual language programs.

Spokane has a number of project based learning opportunities. However, one gap that we currently have is at the middle school level. For the purposes of this charter school authorization application, we will include our Montessori Program as a project based approach. Spokane has large demand for its Montessori program. Currently, we have two 1-6 grade Montessori programs located in our district: Jefferson Elementary and Balboa Elementary. Parents from our Montessori community have begun to organize and play an active role in requesting Spokane Public Schools to consider expanding our Montessori program. This group of parents and community members has met throughout the school year with the school district expressing interest in three main prongs of potential expansion: expanding to the early years with a strong pre-K and Kindergarten program; expanding to the middle school; and in creating a Montessori school that is K-8 (potentially as a charter school). If this option were pursued by a potential charter school applicant, it would not be totally new to Spokane. However, we only currently have small school-within-a-school programs, and we do not have a full school focused on Montessori. This could, then, be a potential charter school program that would expand this type of project based learning into the middle school years which is a gap for Spokane currently a weakness in terms of our project based learning continuum.

At the high school level, we have in the past couple of years launched a Big Picture High School called The Community School. This school is a 9-12 grade program that has also been successful. Again, however, we have the same gap at middle school. We have a large number of families who desire an option at the middle school level for students with a strong project-based learning focus. Knowing that we have this large gap, we are plan on specifically putting into our request for proposal application our desire to have a middle school program (or K-8) program that is centered on project based learning and leverages project based learning to engage and reach out to at-risk students.

In addition to our research and desire for project based learning opportunities, we formed a subcommittee to examine blended learning approaches. We read a number of research articles and did a thorough review of what is happening across the United States in terms of blended learning. Spokane Public Schools has some BYOD, blended learning classroom pilots, and some individual teachers who are pursuing blended learning and flipped approaches to instruction. Additionally, we have launched a program with interested teachers to provide the technology and professional development support to pursue this type of innovation across our system. We have also met this school year with a company creating a middle school blended learning curriculum and delivery method totally aligned to the Common Core State Standards; they are creating this from the ground up. We are currently investigating creating future partnerships and piloting some of this curriculum.

However, we do not have a school-wide approach to blended learning. This fall we plan on continuing our subcommittee work on blended learning. We also plan on pursuing a grant opportunity to receive planning dollars for a blended learning middle school program. Overall, we are particularly interested in innovative and novel approaches to blended learning at the 5th – 12th grade levels. We see this as having a lot of potential interest in our community. Additionally, we see this as an opportunity for tremendous collaboration. If this were a charter school, then we could potentially partner with the charter school to learn about blended learning implementation, curriculum, hardware, infrastructure, novel ways to approach class size, differentiation, and facilities. This could be a tremendous opportunity for a district/charter connection that would benefit both entities.

In a totally different vein, we also explored dual language instruction and programs. This subcommittee was led by Dr. Irene Gonzales and Nancy Huff. Both of these individuals have backgrounds in Dual Language programs and world language instruction. Currently, Spokane does not have any dual language programs in the region. Interestingly, this probably has the most community support of any choice or charter options. There is wide-spread interest and support from a range of stakeholders to continue to investigate this option. The work of this committee started out by investigating the research and different approaches to dual language instruction. We also conducted surveys of staff members about potential interest in teaching in a dual language school (if they were properly certified). This group will also continue into the fall. We plan on starting out with some site visits to dual language schools. We have also contacted the Washington State Charter School Association for some leads on dual language charter schools that they would recommend we visit in the United States. While there are not a large number of dual language charter schools in the United States, there are some successful programs that they identified as potential models of replication and study.

Again, we anticipate that there is sufficient interest from the community to actively pursue dual language elementary and/or K-8 schools in the future. Additionally, this has the potential to bolster some of our college and career metrics. For example, when Spokane examines the number of students graduating from high school with college ready transcripts or transcripts eligible to apply to one of our Washington State four-year universities, the area where students typically fall short is in transcripted credits in world language. This is most pronounced in areas of our city that serve the most at-risk students. In these areas of our city, large numbers of students are not finding success in world languages and/or are not even accessing these courses. Because of the large interest from the public and due to the potential to help increase our success rate for at-risk students on our college and career readiness indicators, we believe that a dual language program has a lot of potential in our school district as a choice program or a charter school.

Proven Practices

For the purposes of this application, the last group of potential charter schools that we are most interested in possibly working with in the future is categorized as Proven Practices (see Chart # 5). The first area that we will discuss here is charter management organizations. As we have previously mentioned, we are particularly interested in charter schools that have a

track record of success. A number of charter schools have formed replication divisions and have demonstrated that they are particularly successful with serving at-risk students. We have conducted research into some of the most successful charter management organizations in the United States. Additionally, we were fortunate to attend a meeting in San Francisco with approximately twenty of the most successful C.M.O.'s in the United States. As one of only a few school districts invited to this meeting, we were able to learn about relationships that districts can establish with charter management organizations as well as the successful ingredients that make these organizations successful. We followed this up with a trip to Texas to observe some C.M.O. and district compact success stories and to see this interaction. This three-day trip was invaluable in helping us understand how this might work and to expand our thinking about potential relationships with charter schools. Consequently, we are potentially interested in receiving applications from successful C.M.O.'s for a charter school. In anticipation of this possible opportunity, we have added a section of the application called the Replication Application Addendum.

The last new approach that we will discuss in this application is the Early College in the High School model. This subcommittee was led by Wendy Watson and Melissa Pettey. This group of educators investigated different approaches across the United States in terms of Early College initiatives. We have also launched a number of conversations with two local universities about potential programs in this area; in particular, one of our local community colleges is extremely interested in pursuing this type of relationship. We have met with Dr. Janet Gullickson, President of Spokane Falls Community College, and her leadership team about exploring this type of program multiple times this school year; consequently, the foundation for a potential charter has been established. This is also one of our most active subcommittees this summer. We have a large amount of work continuing into the summer to investigate potential funding models, curriculum alignment, and programmatic approaches. There is also community support to continue pursuing these options. Therefore, we see this as a potential charter opportunity in the future.

Summary

Spokane Public Schools is committed to receiving and fairly evaluating charter applications on the criteria outlined later in this document. We will not exclude applications that propose to fulfill other goals and will actively entertain other and new ideas that will help us accomplish our strategic plan. However, we do plan on reaching out to desired groups or proposed types through a variety of methods. One area that we feel will be of particular interest and will help encourage applicants is our desire to partner in unique ways. For example, we plan on encouraging potential applicants to meet with us around facilities. During this school year, we have undertaken a comprehensive review of our facilities. We are confident that we have one or more facilities that Spokane can make available as part of our incentive package. One of these facilities is currently unused and could be available for use in less than 12 months. Additional facilities could be available as soon as one year to three years depending on our 2015 Bond pending the outcome of the bond by the voters.

Thank you for your interest in potentially partnering with Spokane Public Schools.

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Cover Sheet & Enrollment Projection

Name of proposed school: _____

Primary contact person: _____

Mailing address: _____

Street/PO Box

City

State

Zip

Phone: (day) _____ (evening) _____

Email address: _____ Fax: _____

Primary contact for facilities planning: _____

Phone Number: _____ E-mail: _____

Name of team or entity applying: _____

Names, roles, and current employment of all persons on application team *(you may add lines as needed)*

Full Name	Current Job Title and Employer	Position with Proposed School

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? Yes No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Provide the following school opening information:

Opening Year	New State or Phase-in/Takeover	*Geographic Community	Opening Grades	Grade Level at Full Enrollment

*Identification of Geographic Community may be as specific as a neighborhood or as general as the school district targeted for a school location.

Model or Focus of Proposed School (e.g., Arts, College Prep, Dual Language, etc.):

Does the school intend to contract with a third party education service provider (ESP) to manage the educational program and operations of the school but not hold the charter directly?

Yes No

If yes, identify the ESP or other partner organization: _____

***If the answer is yes, the applicant must complete the Replication Application Addendum.**

Does the school intend to partner or be affiliated with an existing or planned charter management organization (CMO) through which a single governing board governs or will govern multiple schools?

Yes No

If yes, identify the CMO or other partner organization: _____

***If the answer is yes, the applicant must complete the Replication Application Addendum.**

NOTE: If the applicant is proposing to replicate an existing school or school model, operate multiple schools under a single board of directors, or intend to contract with a third-party education service provider (ESP), the applicant must complete the **Replication Application Addendum**. An ESP is any third-party entity, whether non-profit, that provides comprehensive education management services to a school via contract with the school's governing board.

Proposed Principal/Head of School Information (if identified):

Name of proposed Principal Candidate: _____

Current Employment: _____

Daytime phone: _____ Cell phone: _____

Email: _____

School Overview

The School Overview should provide a concise summary of the following:

- The proposed plan for the school;
- The geographic and population considerations of the school environment;
- The challenges particular to those considerations; and
- The applicant team's capacity to successfully open and operate a high quality school given the above considerations.

1. **Mission and Vision.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal.

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
 - Illustrate what success will look like; and
 - Align with the purposes of the state charter school law and authorizer's stated priorities for new schools.
2. **Educational Need and Anticipated Student Population.** Describe the anticipated student population, students' anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities on which the program is based consistent with applicable restrictions on enrollment eligibility and selection.
 3. **Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.
 4. **Community Engagement.** Describe the relationships that you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school. Briefly describe these activities and summarize their results.
 5. **Leadership and Governance.** As **Attachment 1**, list the members of the school's proposed leadership team and governing board, including their roles with the school and their current job title, employer, and full resumes (including contact information and professional biographies for each individual listed).

6. Enrollment Summary. Complete the following table, removing any rows for grades the school will not serve.

Grade Level	Number of Students: _____ Minimum #: _____ Maximum Enrollment: _____					
	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__	At Capacity 20__
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above (*attach additional page if needed*):

Section 1. Educational Program Design & Capacity

Program Overview

Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population.

Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the state standard.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
2. Provide evidence of the proven methods used for the framework of instructional design and the planning of curriculum.
3. Provide an overview of the planned curriculum, including, as **Attachment 2**, a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school would serve. In addition, identify course outcomes and demonstrate alignment with applicable state standards.
4. If the curriculum is fully developed, summarize curricular choices, such as text book selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students.
5. If the curriculum is not already developed, provide, as **Attachment 3**, a plan for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.
6. Describe the primary teaching methods and instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

Student Performance Standards

Responses to the following items regarding the proposed school's student performance standards must be consistent with Washington State and Spokane Public Schools standards.

1. Describe the student performance standards for the school as a whole.
2. Provide, in **Attachment 4**, a complete set of the school's proposed learning standards for one grade for each division the school will serve. Address the skills and knowledge each student will be expected to attain by the end of that grade. If the school will serve only one division, the exit standards provided in response to question 5 in this section will suffice. (Approved schools will

be required to submit a full set of learning standards for all grades in the school before opening.)

3. If you plan to adopt or develop additional academic standards beyond Washington State and Spokane Public Schools standards, explain the types of standards (content areas, grade levels). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the Washington State and Spokane Public Schools standards.
4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.
5. Provide, in **Attachment 5**, the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

High School Graduation Requirements (High Schools Only)

High schools will be expected to meet Washington State and Spokane Public Schools standards.

1. Describe how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed Washington State and Spokane Public Schools standards, explain the additional requirements.
2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).
3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

School Calendar and Schedule

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In **Attachment 6**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction.
2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Your response should include, in **Attachment 7**, a sample daily and weekly schedule for each division of the school.

School Culture

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.
3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure.
4. Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.
5. Describe a typical day for a teacher in a grade that will be served in your first year of operation.

Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. What are the anticipated resource and staffing needs for these programs?
2. Describe the extra- or co-curricular activities or programming the school will deliver, how often they will occur, and how they will be funded.
3. Describe the programs or strategies to address student mental, emotional, and social development and health.
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

Special Populations and At-Risk Students

Schools are responsible for hiring licensed and endorsed special educators pursuant to law and complying with applicable laws and regulations. School personnel shall participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate.

1. Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs or Section 504 plans; English Language Learners; students identified as intellectually gifted; and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to

successfully serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

2. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
 - a. Methods for identifying students with special education needs (and avoiding misidentification);
 - b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;
 - c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP);
 - d. Plans for promoting graduation for students with special education needs (high school only); and
 - e. Plans to have qualified staffing adequate for the anticipated special needs population.
3. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
 - a. Methods for identifying ELL students (and avoiding misidentification);
 - b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
 - c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
 - d. Means for providing qualified staffing for ELL students.
4. Explain how the school will identify and meet the learning needs of students who are struggling academically or performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.
5. Explain how the school will identify and meet the needs of highly capable students, including the following:
 - a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
 - b. Plans for monitoring and evaluating the progress and success of highly capable students; and
 - c. Means for providing qualified staffing for intellectually gifted students.

Student Recruitment and Enrollment

1. For new start charter schools: Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. In addition, explain the target plan for

recruiting at-risk students. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

- a. For conversion charter schools: Explain the plan for student and parent investment in the school turnaround, especially how the school plans to ensure parents and students do not opt out of the new school. Describe how this plan will successfully transition and retain students who currently attend or are zoned to attend the school being replaced. Provide a detailed description of the plan to gain teachers, parents, and community support.
2. Provide, as **Attachment 8**, the school's Enrollment Policy, which should include the following:
 - a. Tentative dates for application period, enrollment deadlines, and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
 - b. A timeline and plan for student recruitment/engagement and enrollment;
 - c. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
 - d. Explanation of the purpose of any pre-admission activities for students or parents.
3. In the event that there are more students interested in a school than spaces are available, Washington State law requires admission to be based on a lottery. Please describe your lottery process and explain how you will ensure a fair and equitable process for students and families.

Student Discipline

Describe in detail the school's approach to student discipline. Provide as **Attachment 9** the school's proposed discipline policy. The proposed policy must comply with any applicable state laws and authorizer policies. The description of the school's approach and the proposed policy should address each of the following:

1. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
2. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
3. An explanation of how the school will take into account the rights of special education students and students with disabilities in disciplinary actions and proceedings;
4. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days; and
5. Discuss how students and parents will be informed of the school's Discipline Policy. If already developed, provide as **Attachment 9**.

Parent and Community Involvement

1. Describe the role to date of any parents and community members involved in developing the proposed school.

2. Describe what you have done to assess and build parent and community demand for your school and how you will engage parents and community members from the time that the school is approved through opening.
3. Describe how you will engage and provide opportunities for parents in the life of the school (in addition to any proposed governance roles described in Section 2 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.
4. Please describe any expectations for parents that are part of your educational plan or model. Explain clearly how parent expectations will support your educational plan.

Partnership or Contractual Relationships

1. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment 10**, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.
2. Spokane Public Schools is potentially interested in partnering with charter school applicants around a range of different aspects such as facilities, budgets, taking best practices to scale, etc... We encourage potential interested applicants to contact Spokane Public Schools early if you are interested in forging unique partnerships around any of all of these aspects.

If you are interested in partnering with Spokane Public Schools, provide an explanation of the purposed partnership agreement if any, between the school and Spokane Public Schools. Include the specific nature of the purposed partnership in this section.

3. Provide explanations of any other partnership or contractual relationships central to the school's operations or mission.

Phase-In/Takeover Planning

To be completed only by applicants proposing a school Phase-In or Takeover. If you are not proposing a Phase-In or Takeover, mark "Not Applicable."

1. Describe your organization's prior experience in taking over or turning around an underperforming school.
2. Describe specific ways that you will engage and transform the existing school culture as you prepare to open and during the first year of operation.

Educational Program Capacity

1. Identify the key members of the school's leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.

Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

- School leadership, administration, and governance;
- Curriculum, instruction, and assessment;
- Performance management; and
- Parent and community engagement.

Describe the group's ties to and/or knowledge of the target community.

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.
3. Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Also provide, as **Attachment 11**, the qualifications, resume, and professional biography for this individual. Discuss evidence of the leader's ability to effectively serve the anticipated population.

If no candidate has been identified, provide as **Attachment 12** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

4. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as **Attachment 13**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.
5. Explain who will work on a full-time or nearly full-time basis following assignment of a location to lead development of the school and the plan to compensate these individuals.

Section 2. Operations Plan & Capacity

Governance

Legal Status and Governing Documents

Describe the proposed school's legal status, including non-profit status and federal tax-exempt status. Submit Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of your filings for the preceding items), and any governing documents already adopted, such as board policies, in **Attachment 14**. Submit, as **Attachment 15**, the completed and signed Statement of Assurances.

Organization Charts

Submit, as **Attachment 16**, organization charts that show the school governance, management, and staffing structure in: a) Year 1; and b) at full build-out.

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.

NOTE: If the applicant is proposing to replicate an existing school or school model, operate multiple schools under a single board of directors, or intends to contract with a third-party education service provider (ESP), the applicant must complete the **Replication Application Addendum**. An ESP is any third-party entity, whether nonprofit or for-profit, that provides comprehensive education management services to a school via contract with the school's governing board.

Governing Board

1. In **Attachment 17**, explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups and outline any governing bylaws that will be supporting the proposed school.
2. Describe clearly the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the size, current and desired composition, powers, and responsibilities of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.
3. List all current and identified board members and their intended roles. Describe the responsibilities and qualifications of the governing board. If known, identify the individuals who will fill these positions. Provide the qualifications, interest for serving on the board, full resume,

and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring. In **Attachment 18** provide a completed and signed Board Member Information Sheet for each proposed Board member (if a board member's resume is attached elsewhere in this application, state so on the Information Sheet).

4. If the current applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place. If this application is being submitted by an existing non-profit organization respond to the following:
 - a. Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?
 - b. If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
 - c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.
5. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.
6. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 19**, the board's proposed Code of Ethics and Conflict of Interest policy.

Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

7. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.

Advisory Bodies

Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

Grievance Process

Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

Staffing

Staff Structure

1. Provide, as **Attachment 20**, a complete staffing chart for the school. The staffing chart and accompanying notes or roster should identify the following:
 - a. Year 1 positions, as well as positions to be added in future years;
 - b. Administrative, instructional, and non-instructional personnel;
 - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
 - d. Operational and support staff.
2. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as **Attachment 21**, any personnel policies or an employee manual, if developed.
2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.
3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school's plan for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.
4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.
5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in **Attachment 22**, any leadership evaluation tool(s) that you have developed already.
6. Explain how teachers will be supported, developed, and evaluated each school year. Provide, in **Attachment 23**, any teacher evaluation tool(s) that already exist for the school.

7. Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Professional Development

Describe the school's professional development expectations and opportunities, including the following:

1. Identify the person or position responsible for professional development.
1. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
2. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

Performance Management

The authorizer will evaluate the performance of every charter school and transformation partner annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants may propose to supplement the authorizer's performance standards with school-specific academic or organizational goals.

1. Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
2. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use both internally and externally.
3. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain

how these interim assessments align with the school’s curriculum, performance goals, and state standards.

4. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
5. Identify who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.
6. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.
7. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Facilities

If you are seeking an existing public school facility made available by Spokane Public Schools, complete Part A and Part B. If you intend to identify and operate in an independent facility, complete only Part B.

Part A. Existing Public Facilities (If available)

1. Describe the basic facilities requirements for accommodating your school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, food service areas, and amenities.
2. List your anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include but are not limited to the following:
 - a. Science labs
 - b. Art room (with or without kiln)
 - c. Computer labs
 - d. Library/media center
 - e. Performance/dance room
 - f. Auditorium
 - g. Other
3. List your anticipated administrative/support space needs, including anticipated number of each:
 - a. Main office
 - b. Satellite office
 - c. Work room/copy room
 - d. Supplies/storage
 - e. Teacher work rooms
 - f. Other
4. List which, if any, of the following are essential to fulfillment of the core athletic program:
 - a. Gymnasium
 - b. Locker rooms
 - c. Weight rooms
 - d. Field(s) (football, soccer, multipurpose)
 - e. Baseball/softball field
 - f. Other (please list)
5. Identify any other significant facilities needs not already specified, including:
 - a. Playground
 - b. Large common space for assemblies and other large group meetings
 - c. Other special considerations (identify and explain)
6. Does the applicant have specific desired location(s) from those being made available by the authorizer?
 Yes No

If yes and the applicant has a specific facility under consideration, identify by current school name and/or neighborhood (you may add rows to the table as needed).

Desired Location(s):	
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7. Is the applicant willing to share a facility with another school?
 Yes No

If yes, identify by school name and/or neighborhood (you may add rows to the table as needed).

Desired Location(s):	
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8. Discuss contingency plans in the event you do not receive a facility from the authorizer.

Part B. Independent Facilities

If you intend to operate in an independent facility, describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment 24**. Briefly describe the facility including location, size, and amenities. You may provide, as **Attachment 25**, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with applicable state, local and authorizer health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

Start-Up & Ongoing Operations

1. Provide, as **Attachment 26**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget in the Financial Plan Workbook (be sure to complete all pages in the Financial Plan Workbook, and provide it as **Attachment 27**).
2. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.
3. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
4. Provide, as **Attachment 28**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

Operations Capacity

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
 - Staffing;
 - Professional development;
 - Performance management;
 - General operations; and
 - Facilities management.
2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Section 3. Financial Plan & Capacity

Financial Plan

1. Describe the systems, policies and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.
4. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.
6. Describe the school's plans for liability insurance to indemnify the school, its board, staff and teachers against tort claims.
7. Submit the Charter Application Budget Form in the Financial Plan Workbook (provide the completed Workbook as **Attachment 27**, and be sure to complete all sheets in the Workbook). In developing your budget, please use the per-student revenue projections provided by the authorizer and included with this application.
8. **Budget Narrative:** As **Attachment 29**, present a clearly stated description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).
 - a. Per-Student Revenue. Use the figures below in developing your budget assumptions.
 - b. Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
 - c. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
 - d. Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.
 - e. Please describe the schools five year cash flow plan.

Financial Management Capacity

1. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:
 - Financial management;
 - Fundraising and development; and
 - Accounting and internal controls.

Attachments for Charter Application

Attachment 1 - list the members of the school's proposed leadership team and governing board, including their roles with the school and their current job title, and employer, and full resumes (including contact information and professional biographies for each individual listed).

Attachment 2 - a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school would serve. In addition, identify course outcomes and demonstrate alignment with applicable state standards.

Attachment 3 - a plan for how the curriculum will be developed between approval of the application and the opening of the school including who will be responsible and when key stages will be completed.

Attachment 4 - a complete set of the school's proposed learning standards for one grade for each division the school will serve. Address the skills and knowledge each student will be expected to attain by the end of that grade. If the school will serve only one division, the exit standards provided in response to question 5 in this section will suffice. (Approved schools will be required to submit a full set of learning standards for all grades in the school before opening.)

Attachment 5 - the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

Attachment 6 - provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction.

Attachment 7 - Provide a sample daily and weekly schedule for each division of the school.

Attachment 8 - Provide the school's Enrollment Policy, which should include the following:

- a. Tentative dates for application period; and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
- b. A timeline and plan for student recruitment/engagement and enrollment;
- c. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
- d. Explanation of the purpose of any pre-admission activities for students or parents.

Attachment 9 - the school's proposed discipline policy. The proposed policy must comply with any applicable state laws and authorizer policies. The description of the school's approach and the proposed policy should address each of the following:

1. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
2. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
3. An explanation of how the school will take into account the rights of special education students and students with disabilities in disciplinary actions and proceedings; and
4. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.

5. Discuss how students and parents will be informed of the school's Discipline Policy. If already developed, provide as **Attachment 9**.

Attachment 10 - existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Attachment 11 - the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population.

Attachment 12 - the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

Attachment 13 - the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

Attachment 14 - Describe the proposed school's legal status, including non-profit status and federal tax-exempt status. Submit Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of your filings for the preceding items), and any governing documents already adopted, such as board policies.

Attachment 15 - Submit the completed and signed Statement of Assurances.

Attachment 16 - organization charts that show the school governance, management, and staffing structure in: a) Year 1; and b) at full build-out. The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.

Attachment 17 - explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups and outline any governing bylaws that will be supporting the proposed school.

Attachment 18 - provide a completed and signed Board Member Information Sheet for each proposed Board member (if a board member's resume is attached elsewhere in this application, state so on the Information Sheet).

Attachment 19 - the board's proposed Code of Ethics and Conflict of Interest policy.

Attachment 20 - a complete staffing chart for the school. The staffing chart and accompanying notes or roster should identify the following:

- a. Year 1 positions, as well as positions to be added in future years;
- b. Administrative, instructional, and non-instructional personnel;
- c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
- d. Operational and support staff.

Attachment 21 - any personnel policies or an employee manual, if developed.

Attachment 22 - any leadership evaluation tool(s) that you have developed already.

Attachment 23 - any teacher evaluation tool(s) that already exist for the school.

Attachment 24 - Briefly describe the facility including location, size, and amenities.

Attachment 25 - Provide up to 10 pages of supporting documents providing details about the facility.

Attachment 26 - a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.

Attachment 27 - complete all pages in the Financial Plan Workbook.

Attachment 28 - a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

Attachment 29 - present a clearly stated description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).

Appendix B:

Replication Application

Addendum



Replication Application Addendum

Spokane Public Schools Mission

The mission of Spokane Public Schools is to develop the skills and talents of all students through rigorous learning experiences, relevant real-life applications, and supportive relationships.

Spokane Public Schools

200 N. Bernard

Spokane, WA 99201

Phone: (509) 354-5900

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Instructions

This addendum to the *Core Charter School Application* is required of any applicant seeking any of the following:

- Approval for multiple schools
- Replication of existing schools or school models
- Governance of multiple schools by a single board of directors
- School operation/management via contract with a third-party education service provider (ESP)

An ESP is any third-party entity, whether nonprofit or for-profit, that provides comprehensive education management services to a school via contract with the school's governing board.

Complete each section as applicable. All applicable sections must be completed in order for the application as a whole to be considered complete. **Proposal Information, the Proposal Overview, and Section 1 are required of all applicants to whom this addendum applies.***

Section 2 is required of any applicant seeking:

- Approval for multiple schools
- Replication of existing schools or school models
- Governance of multiple schools by a single board of directors, including applicants seeking approval for multiple schools who are intending to contract with a third-party education service provider

If an applicant believes that a particular question in this section is not applicable to their proposal, the applicant should so state and explain why the applicant believes the particular question does not apply.

Section 3 is required of any applicant intending to replicate an existing school or school model, including applicants that are part of a CMO or network or who intend to contract with a third-party education service provider.

Section 4 is required of any applicant intending to contract with a third-party ESP, regardless of whether the applicant is applying to open one or more schools.

*** Note:** If an applicant is unsure as to whether or not a particular section is required, it is the applicant's responsibility to contact the authorizer for guidance.

Proposal Information

Name of proposed school: _____

Primary contact person: _____

Is the applicant seeking approval for more than one school?

Yes No

Does the school intend to contract with a third-party education service provider (ESP) to manage the educational program and operations of the school?

Yes No

If yes, identify the ESP or other partner organization*: _____

Does the school intend to partner or be affiliated with an existing or planned charter management organization (CMO) through which a single governing board governs or will govern multiple schools?

Yes No

If yes, identify the CMO or other partner organization*: _____

***Note:** The term “organization” as used throughout this addendum applies to any applicant or partnership among groups applying to replicate a school model. Thus, it may include an existing school or group of schools proposing to replicate; an existing school network or charter management organization (CMO) applying directly for a charter; a governing board proposing to contract with a CMO or other education service provider (ESP); or other entities and arrangements. *In the case of an applicant proposing to contract or partner with a service provider, applicants should provide requested information for both entities if applicable.*

Proposal Overview

Organization Mission and Vision

Provide the mission of the school network, charter management organization (CMO), or education service provider (ESP), and explain how creation of the proposed school or schools fits within this mission.

Organization Strategic Vision and Growth Plans

Provide an overview of the organization's strategic vision, five-year growth plan, and rationale for developing new schools or replicating an existing school or model. Briefly describe the communities where the organization is seeking approval to expand and explain how each proposed school would meet identified needs in its respective community.

Anticipated Population and Educational Need

Describe the student populations and educational needs served by any existing schools operated by the applicant or proposed ESP, and the anticipated populations and needs for each proposed school.

Educational Plan and School Design

Provide an overview of the education program proposed for replication, including key non-negotiables of the education model. Briefly explain how and why the program was selected for replication, and the research base and performance record that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

Section 1. Curriculum and Instructional Design Supplement

NOTE: This addendum section is required of ALL applicants seeking approval for multiple schools, replication of existing schools or school models, or governance of multiple schools by a single board of directors, including applicants intending to contract with a third-party ESP.

1. Describe the curriculum and basic learning environment (e.g., classroom-based, independent study), including class size and structure for all divisions (elementary, middle, high school) to be served, and explain any differences among the schools being proposed.
2. Explain the organization's approach to replicating and implementing the school model, including curriculum and instructional design among multiple schools.
3. Describe any key educational features that will *differ* from the operator's or management provider's existing schools or schools proposed for replication, not already discussed above. Explain the rationale for the variation in approach and any new resources the variation would require.

Section 2. Applications for Multiple Schools and Applications from Charter Management Organizations or Networks

NOTE: This section is required of all applicants seeking approval for multiple schools, replication of existing schools or school models, and governance of multiple schools by a single board of directors, including applicants seeking approval of multiple schools who are intending to contract with a third-party ESP. If an applicant believes that a particular question in this section is not applicable to their proposal, the applicant should so state and explain why the applicant believes the question does not apply.

Network Vision, Growth Plan, & Capacity

1. Describe the organization or network strategic vision, desired impact, and five-year growth plan for developing new schools within the local community, state and region, including other states if applicable. Include the following information, regardless of school location: proposed years of opening; number and types of schools (divisions, grade levels served); any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments.
2. If the existing portfolio or growth plan includes schools in other states, explain specifically how growth within the authorizer's state fits into the overall growth plan.
3. Provide evidence of organizational capacity to open and operate high-quality schools in the authorizer's state and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.
4. Discuss the results of past replication efforts and lessons learned – including particular challenges or troubles encountered; how you have addressed them; and how you will avoid or minimize such challenges for the proposed schools.
5. List any schools that were previously approved by this or another authorizer but which failed to open or did not open on time, and explain the reasons for the failure or delay.
6. Discuss the greatest anticipated risks and challenges to achieving the organization's desired outcomes in the authorizer's state over the next five years and how the organization will meet these challenges and mitigate risks.
7. Provide, as **Attachment A1**, the organization's annual reports for the last two years and any current business plan for the organization or network.

Network Management

1. Identify the organization’s leadership team and their specific roles and responsibilities.
2. Explain any shared or centralized support services the network organization will provide to schools in the authorizer’s state. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract to be provided in **Attachment A2.**)
3. Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.

Function	Network/Management Organization Decision-Making	School Decision-Making
Performance Goals		
Curriculum		
Professional Development		
Data Management and Interim Assessments		
Promotion Criteria		
Culture		
Budgeting, Finance, and Accounting		

Student Recruitment		
School Staff Recruitment and Hiring		
H/R Services (payroll, benefits, etc.)		
Development/ Fundraising		
Community Relations		
I/T		
Facilities Management		
Vendor Management / Procurement		
Other operational services, if applicable		

4. Provide, as **Attachment A3**, the following organization charts:

- Year 1 network as a whole (including both network management and schools within the network)
- Year 3 network as a whole
- Year 5 network as a whole

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. The school-level organization charts should likewise present clear lines of authority and reporting within the school. If the school intends to contract with a charter management organization or other education management provider, clearly show the provider's role in the organizational structure of the school. Explain how the relationship between the governing board and school administration will be managed.

Network Governance and Legal Status

1. Explain what entity will hold the charter for each of the proposed schools.
2. Describe the governance structure at both the network and individual school levels and the plan for satisfying all applicable statutory and authorizer requirements for composition of charter school governing boards. Explain whether each school/campus will have an independent governing board, whether there will be a single network-level board governing multiple schools, or both a network-level board and boards at individual schools. If there will be both a network-level board and boards at each school, describe the organizational relationship between the boards, the legal status of each board, and the scope of authority of each. If each school will have an independent governing board but no network-level board, explain how the network will be governed and how decisions that affect the network as a whole will be made.
3. If the existing board will govern the proposed school(s), discuss the plan to transform that board's membership, mission and bylaws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties. If a new board will be formed, describe how and when the new board will be created and what, if anything, its ongoing relationship to the existing non-profit's board will be.
4. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.
5. Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.
6. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; and b) the board will evaluate the success of the school and school leader.

Network Leadership Pipeline

Describe the operator's current or planned process for sourcing and training potential school leaders for schools opening in subsequent years. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

Network-wide Staffing

Complete the following table indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary schools					
Number of high schools					
Total schools					
Student enrollment					
Management Organization Positions					
[specify]					
[specify]					
[specify]					
[specify]					
[specify]					
[specify]					
[specify]					
[specify]					
Total back-office FTEs					

Elementary School Staff

Principals					
Assistant Principals					
Add'l School Leadership Position 1 [specify]					
Add'l School Leadership Position 2 [specify]					
Add'l School Leadership Position 3 [specify]					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized School Staff 1 [specify]					
Specialized School Staff 2 [specify]					
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at elementary schools					

High School Staff

Principals					
Assistant Principals					
Deans					

Add'l School Leadership Position 1 [specify]					
Add'l School Leadership Position 2 [specify]					
Add'l School Leadership Position 3 [specify]					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized School Staff 1 [specify]					
Specialized School Staff 2 [specify]					
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at high schools					
Total network FTEs					

School Staff Structure

1. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.
2. Complete the table(s) below outlining your school staffing rollout plan for a "typical" elementary school and/or a "typical" high school, as applicable. Adjust or add functions and titles as needed. Modify the tables, as needed, to reflect variations in school models. If the proposed schools will use a staffing model that diverges from the operator's norm, please explain.

New Elementary School Staffing Model and Rollout

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Principal						
Assistant Principal						
Add'l School Leadership Position						
Add'l School Leadership Position						
Add'l School Leadership Position						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs						

New High School Staffing Model and Rollout

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Principal						
Assistant Principal(s)						
Dean(s)						
Add'l School Leadership Position						
Add'l School Leadership Position						
Add'l School Leadership Position						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs						

Network Performance Management

1. Describe the organization's approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.
2. Describe the organization's plans to monitor performance of the portfolio as a whole. What actions will you take if the network as a whole fails to meet goals? Discuss how the organization assesses its readiness to grow and under what circumstances the organization will delay or modify its growth plan.

Section 3. Performance Evaluation Information

NOTE: This section is required of any applicant intending to replicate an existing school or school model, including applicants that are part of a charter management organization or network or who intend to contract with a third-party education service provider.

NOTE: The authorizer will use the information provided in this section to assess the academic, organizational, and financial performance record of the organization, and the organization's schools or the school model that the organization proposes to replicate. The applicant must provide all of the requested information for all of its organization's schools or the schools it proposes to replicate. The authorizer will then select a subset of schools for which the applicant will be required to provide additional performance information, including academic proficiency and growth data, recent renewal evaluations and site visit reports, and multiple years of independent financial audits reports. As explained above, the term "organization" as used throughout this addendum applies to any applicant or partnership among groups applying to replicate a school model. Thus, it may include an existing school or group of schools proposing to replicate; an existing school network or charter management organization (CMO) applying directly for a charter; a governing board proposing to contract with a CMO or other education service provider (ESP); or other entities and arrangements.

1. Using the *Existing Schools Information Template* as **Attachment A4**, provide all requested information for each of the organization's schools.
2. Select one or more of the consistently high-performing schools that the organization operates, and discuss the school's performance. Be specific about the results on which you base your judgment that the school is high-performing. Include student achievement status, growth, absolute, and comparative academic results, as available.
 - (a) Discuss the primary causes to which you attribute the school's distinctive performance.
 - (b) Discuss any notable challenges that the school has overcome in achieving its results.

(c) Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.

3. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's performance. Be specific about the results on which you base your judgment that performance is unsatisfactory. Include student status, growth, absolute, and comparative academic results, as available.

(a) Describe the primary causes to which you attribute the school's problems.

(b) Explain the specific strategies that you are employing to improve performance.

(c) How will you know when performance is satisfactory?

(d) What are your expectations for satisfactory performance in terms of performance levels and timing?

4. Provide as **Attachment A5**, the most recent internal financial statements, including balance sheets and income statements for the organization and any related business entities. Be sure that the school level, ESP/CMO level, and the overall operations are distinctly represented.

5. For the organization as a whole and any related business entities, provide the following as **Attachment A6**:

(a) The last three years of independent financial audit reports and management letters; and

(b) The most recent internal financial statements, including balance sheets and income statements. Be sure that the ESP/CMO level and the overall operations are distinctly represented.

6. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."

7. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain what caused these actions.

8. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and explain how such deficiencies or violations were resolved.

8. Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. If applicable, provide in **Attachment A7** (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.

Section 4. Third-Party Education Service Providers

NOTE: This section is required of any applicant intending to contract with an Education Service Provider (ESP). An ESP is any third-party entity, whether nonprofit or for-profit, that provides comprehensive education management services to a school via contract with the school's governing board. If the applicant intends to contract with an ESP, provide the following additional information.

Third-party ESP Selection

1. Explain why the applicant is seeking to contract with an ESP rather than operate the school(s) directly.
2. Explain how and why the ESP was selected, including when and how the applicant learned of the ESP, which other ESPs were considered, why the ESP was selected over other ESPs, and what due diligence was conducted.

Third-party ESP Track Record

1. Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's demonstrated academic track record as well as successful management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs). Provide summary information from reference checks conducted by the applicant (regarding the third-party ESP), identifying each reference.
2. List all schools operated by the ESP. Identify those schools that serve the same grade levels *and* student populations demographically similar to the anticipated population of the proposed school. Include name, year opened, contact information, location, number of students, and contact information for the authorizer for each currently operating school. If the ESP operates more than 10 applicable schools, list only the 10 most relevant schools.
3. Provide evidence of the financial health of the ESP. Attach as **Attachment A8** the most recent independent financial audit report of the ESP and its most recent annual report.
4. List and explain any management contract terminations as well as any charter revocations, non-renewals or withdrawals/non-openings that the proposed ESP has experienced in the past five (5) years.

Legal Relationships

1. Provide evidence that the board is independent from the ESP and self-governing, including evidence of independent legal representation and arm's-length negotiating.
2. Describe any existing or potential conflicts of interest between the school's governing board, proposed school employees, proposed ESP, and any affiliated business entities.
3. List all subsidiaries or related entities that are affiliated or owned in whole or in part by the ESP, and identify the nature of those entities' business activities.

4. Explain whether the school has or will have any relationship with or receive any services from any of the entities listed in the previous question.
5. Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the charter school board will oversee the ESP's supervisory responsibilities.
6. If the school's governing board intends to execute promissory notes or other negotiable instruments, or enter into a lease, lease-purchase agreement or any other facility or financing relationships with the ESP, provide evidence that such agreements are separately documented and not part of or incorporated in the school management contract. Any facility or financing agreements must be consistent with the school governing board's authority and practical ability to terminate the management agreement and continue operation of the school.
7. Describe and provide documentation of any loans, grants, or investments made between the ESP and the school, including an explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the school.

Organizational Structure

1. Provide a detailed description of the roles and responsibilities of the ESP.
2. Describe the scope of services and costs of all resources to be provided by the ESP.
3. Describe the oversight and evaluation methods that the Board will use to oversee the ESP. What are the school-wide and student achievement results that the management organization is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals? Will there be an external evaluator to assess the ESP's performance? What are the conditions, standards, and procedures for board intervention, if the management organization's performance is deemed unsatisfactory?
4. Describe the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the ESP.
5. Describe the respective financial responsibilities of the school governing board and the ESP. Who will own property purchased with public funds? Which operating and capital expenditures will each party be responsible for? What types of spending decisions can the management organization make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?
6. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract. How often will the management agreement be renewed? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds

may the ESP or the school terminate the management agreement for cause, and without cause? List any indemnification provisions in the event of default or breach by either party.

7. Describe the plan for the operation of the school in the event of termination of the management agreement.

8. Provide as **Attachment A9** a draft of the proposed management agreement with the ESP.

Attachments

Attachment A1 - the organization's annual reports for the last two years and any current business plan for the organization or network.

Attachment A2 - In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract to be provided.

Attachment A3 - Provide the following organization charts:

- Year 1 network as a whole (including both network management and schools within the network)
- Year 3 network as a whole
- Year 5 network as a whole

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. The school-level organization charts should likewise present clear lines of authority and reporting within the school. If the school intends to contract with a charter management organization or other education management provider, clearly show the provider's role in the organizational structure of the school. Explain how the relationship between the governing board and school administration will be managed.

Attachment A4 - Using the *Existing Schools Information Template*, provide all requested information for each of the organization's schools.

Attachment A5 - Provide the most recent internal financial statements, including balance sheets and income statements for the organization and any related business entities. Be sure that the school level, ESP/CMO level, and the overall operations are distinctly represented.

Attachment A6 - For the organization as a whole and any related business entities, provide the following:

- (a) The last three years of independent financial audit reports and management letters; and
- (b) The most recent internal financial statements, including balance sheets and income statements. Be sure that the ESP/CMO level and the overall operations are distinctly represented.

Attachment A7 - Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. If applicable, provide in (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.

Attachment A8 - Provide evidence of the financial health of the ESP. Attach the most recent independent financial audit report of the ESP and its most recent annual report.

Attachment A9 - Provide a draft of the proposed management agreement with the ESP.

Appendix C:

Performance Framework



Performance Framework

**Academic, Financial, and Organizational
Frameworks for Charter School Accountability**

Spokane Public Schools Mission

The mission of Spokane Public Schools is to develop the skills and talents of all students through rigorous learning experiences, relevant real-life applications, and supportive relationships.

Spokane Public Schools

200 N. Bernard

Spokane, WA 99201

Phone: (509) 354-5900

Appendix: Performance Framework

Academic Performance Framework

1. State and Federal Accountability Systems

Measure 1a
Is the school meeting acceptable standards according to existing state grading or rating system?
Exceeds Standard: <input type="checkbox"/> School received the highest grade or rating (A or Exemplary) from the Washington State Achievement Index
Meets Standard: <input type="checkbox"/> School received a passing grade or rating (B or Very Good) from the Washington State Achievement Index
Does Not Meet Standard: <input type="checkbox"/> School did not receive a passing grade or rating (C or Good) from the Washington State Achievement Index
Falls Far Below Standard: <input type="checkbox"/> School identified for intervention or considered failing (D-F) from the Washington State Achievement Index

Measure 1b
Is school meeting targets set forth by state and federal accountability systems?
Exceeds Standard: <input type="checkbox"/> School met [100 percent] of the Annual Measureable Objectives (AMOs) set by the state
Meets Standard: <input type="checkbox"/> School met [80–99 percent] of the Annual Measureable Objectives (AMOs) set by the state
Does Not Meet Standard: <input type="checkbox"/> School met [60–79 percent] of the Annual Measureable Objectives (AMOs) set by the state
Falls Far Below Standard: <input type="checkbox"/> School met [fewer than 60 percent] of the Annual Measureable Objectives (AMOs) set by the state

Measure 1c

Is school meeting state designation expectations as set forth by state and federal accountability systems?

Exceeds Standard:

- School was identified as a “Reward” school

Meets Standard:

- School does not have a designation

Does Not Meet Standard:

- School was identified as a “Focus” school

Falls Far Below Standard:

- School was identified as a “Priority” school

Measure 1d

Did School meet Adequate Yearly Progress (AYP) requirements?

Meets Standard:

- School met AYP

Does Not Meet Standard:

- School did not meet AYP

2. Student Progress Over Time (Growth)

Measure 2a

Are students making sufficient median student growth to achieve proficiency in reading (criterion-referenced growth)?

Exceeds Standard:

- 60% and above of students are making sufficient academic growth to achieve, maintain, or exceed proficiency

Meets Standard:

- 50% to 59% of students are making sufficient academic growth to achieve or maintain proficiency

Does Not Meet Standard:

- 40% to 49% of students are making sufficient academic growth to achieve proficiency

Falls Far Below Standard:

- 39% or below of students are making sufficient academic growth to achieve proficiency

Measure 2b

Are students making sufficient median student growth to achieve proficiency in mathematics (criterion-referenced growth)?

Exceeds Standard:

- 60% and above of students are making sufficient academic growth to achieve, maintain, or exceed proficiency

Meets Standard:

- 50% to 59% of students are making sufficient academic growth to achieve or maintain proficiency

Does Not Meet Standard:

- 40% to 49% of students are making sufficient academic growth to achieve proficiency

Falls Far Below Standard:

- 39% or below of students are making sufficient academic growth to achieve proficiency

Measure 2c

Is the school increasing subgroups (e.g., gender, race and ethnicity, poverty status, special education status, English language learner status, and highly capable status) median student growth over time as achieved by Washington State Achievement Index Proficiency Gaps?

Exceeds Standard:

- [At least 85 percent] of students in eligible subgroups are making sufficient academic growth to achieve, maintain, or exceed proficiency

Meets Standard:

- [Between 70–84 percent] of students in eligible subgroups are making sufficient academic growth to achieve or maintain proficiency

Does Not Meet Standard:

- [Between 50–69 percent] of students in eligible subgroups are making sufficient academic growth to achieve proficiency

Falls Far Below Standard:

- [Fewer than 50 percent] of students in eligible subgroups are making sufficient academic growth to achieve proficiency

3. Student Achievement Overall Academic Performance (Status)

Measure 3a
Are students achieving proficiency on state examinations?
Exceeds Standard: <input type="checkbox"/> [90 percent or more] of students met or exceeded proficiency
Meets Standard: <input type="checkbox"/> [Between 80–89 percent] of students met or exceeded proficiency
Does Not Meet Standard: <input type="checkbox"/> [Between 70–79 percent] of students met or exceeded proficiency
Falls Far Below Standard: <input type="checkbox"/> [Fewer than 70 percent] of students met or exceeded proficiency

Measure 3c
Are students performing well on state examinations in comparison to students at schools serving similar populations?
Exceeds Standard: <input type="checkbox"/> School's average proficiency rate [exceeds the average performance of students in schools serving similar populations in the same grades by 15 or more percentage points]
Meets Standard: <input type="checkbox"/> School's average proficiency rate [meets or exceeds the average performance of students in schools serving similar populations in the same grades by up to 15 percentage points]
Does Not Meet Standard: <input type="checkbox"/> School's average proficiency rate [is less than the average performance of students in schools serving similar populations in the same grades by 1–14 percentage points]
Falls Far Below Standard: <input type="checkbox"/> School's average proficiency rate [is less than the average performance of students in schools serving similar populations in the same grades by 15 or more percentage points]

4. Attendance

Measure 4a
Did School meet Adequate Yearly Progress (AYP) Attendance requirements? (Elementary, Middle, and High School)
Meets Standard: <input type="checkbox"/> School met AYP Attendance
Does Not Meet Standard: <input type="checkbox"/> School did not meet AYP Attendance

*High School will be calculated using same rules as Elementary and Middle School.

5. Recurrent enrollment from year to year

Measure 5a

Exceeds Standard:

Meets Standard:

Does Not Meet Standard:

Falls Far Below Standard:

6. Post-Secondary Readiness (Required for High Schools Only)

Measure 6a

Does students' performance on the ACT and SAT reflect college readiness (22 on ACT or 1550 on SAT)?

Exceeds Standard:

- The percentage of students meeting benchmarks for ACT or SAT performance is 50 or above

Meets Standard:

- The percentage of students meeting benchmarks for ACT or SAT performance is 30 to 49

Does Not Meet Standard:

- The percentage of students meeting benchmarks for ACT or SAT performance is 16 to 29

Falls Far Below Standard:

- The percentage of students meeting benchmarks for ACT or SAT performance is 15 or below

Measure 6b

Are students graduating from high school?

Exceeds Standard:

- [At least 90 percent] of students graduated from high school

Meets Standard:

- [80–89 percent] of students graduated from high school

Does Not Meet Standard:

- [70–79 percent] of students graduated from high school

Falls Far Below Standard:

- [Fewer than 70 percent] of students graduated from high school

Measure 6c

Are high school graduates enrolled in post-secondary institutions in the fall following graduation?

Exceeds Standard:

- [At least 90 percent] of high school graduates were enrolled in post-secondary institutions in the

Meets Standard:

- [70–89 percent] of high school graduates were enrolled in post-secondary institutions in the fall

Does Not Meet Standard:

- [50–69 percent] of high school graduates were enrolled in post-secondary institutions in the fall following graduation

Falls Far Below Standard:

- [Fewer than 50 percent] of high school graduates were enrolled in post-secondary institutions in the fall following graduation

Measure 6d

Are high school graduates adequately prepared for post-secondary academic success?

Exceeds Standard:

- School remediation rate for graduates attending post-secondary institutions [was 15 percentage points or more below the statewide remediation rate]

Meets Standard:

- School remediation rate for graduates attending post-secondary institutions [met or fell below the statewide remediation rate by up to 15 percentage points]

Does Not Meet Standard:

- School remediation rate for graduates attending post-secondary institutions [was up to 15 percentage points above the statewide remediation rate]

Falls Far Below Standard:

- School remediation rate for graduates attending post-secondary institutions [was 15 percentage points or more above the statewide remediation rate]

7. Mission-Specific Academic Goals

Measure 7a

Is the school meeting mission-specific academic goals?

Exceeds Standard:

- School surpassed its mission-specific academic goal(s)

Meets Standard:

- School met its mission-specific academic goal(s)

Does Not Meet Standard:

- School did not meet its mission-specific academic goal(s)

Falls Far Below Standard:

- School fell far below its mission-specific academic goal(s)

Financial Performance Framework

1. Near-Term Measures

Measure 1a

Current Ratio: Current Assets divided by Current Liabilities

Meets Standard:

- Current Ratio is between 1.0 and 1.1

Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.

Does Not Meet Standard:

- Current Ratio is between 0.9 and 1.0

Falls Far Below Standard:

- Current ratio is less than or equal to 0.9

Measure 1b

Unrestricted Days Cash: Unrestricted Cash divided by $(\text{[Total Expenses minus Depreciation Expense]} / 365)$

Meets Standard:

- Between 30 and 60 Days Cash on hand

Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.

Does Not Meet Standard:

- Days Cash is between 15–30 days
- or
- Days Cash is between 30–60 days and one-year trend is negative

Falls Far Below Standard:

- Fewer than 15 Days Cash

Measure 1c Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget
Meets Standard: <input type="checkbox"/> Enrollment Variance equals or exceeds 95 percent in the most recent year
Does Not Meet Standard: <input type="checkbox"/> Enrollment Variance is between 85–95 percent in the most recent year
Falls Far Below Standard: <input type="checkbox"/> Enrollment Variance is less than 85 percent in the most recent year

Measure 1d Default
Meets Standard: <input type="checkbox"/> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments
Does Not Meet Standard: <input type="checkbox"/> Not applicable
Falls Far Below Standard: <input type="checkbox"/> School is in default of loan covenant(s) and/or is delinquent with debt service payments

2. Sustainability Measures

Measure 2a Total Margin: Net Income divided by Total Revenue Aggregated Total Margin: Total Three-Year Net Income divided by Total Three-Year Revenues
Meets Standard: <input type="checkbox"/> Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive
Does Not Meet Standard: <input type="checkbox"/> Aggregated Three-Year Total Margin is greater than -1.5 percent
Falls Far Below Standard: <input type="checkbox"/> Aggregated Three-Year Total Margin is less than or equal to -1.5 percent

Measure 2b

Debt to Asset Ratio: Total Liabilities divided by Total Assets

Meets Standard:

- Debt to Asset Ratio is less than 0.9

Does Not Meet Standard:

- Debt to Asset Ratio is between 0.9 and 1.0

Falls Far Below Standard:

- Debt to Asset Ratio is greater than 1.0

Measure 2c

Cash Flow:

Multi-Year Cash Flow = Year 3 Total Cash – Year 1 Total Cash

One-Year Cash Flow = Year 2 Total Cash – Year 1 Total Cash

Meets Standard:

- Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years

Note: Schools in their first or second year of operation must have positive Cash Flow.

Does Not Meet Standard:

- Multi-Year Cumulative Cash Flow is positive, but trend does not “Meet Standard”

Falls Far Below Standard:

- Multi-Year Cumulative Cash Flow is negative

Measure 2d

Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense) / (Annual Principal, Interest, and Lease Payments)

Meets Standard:

- Debt Service Coverage Ratio is equal to or exceeds 1.1

Does Not Meet Standard:

- Debt Service Coverage Ratio is less than 1.1

Falls Far Below Standard:

- Not Applicable

Organizational Performance Framework

The purpose of the Organizational Performance Framework is to communicate to the charter school and public the compliance-related standards that the charter school must meet. The Organizational Framework lists the standards that the charter school is already required to meet through state and federal law, rules, regulations, or the charter contract.

For each measure a school receives one of three ratings.

Meets Standard: The school materially meets the expectations outlined below.

Does Not Meet Standard: The school has failed to implement the program in the manner described above; the failure(s) were material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Falls Far Below Standard: The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

1. Education Program

Measure 1a

Is the school implementing the material terms of the education program as defined in the current charter contract?

- Meets Standard:**
- Does Not Meet Standard:**
- Falls Far Below Standard:**

The school implemented the material terms of the education program in all material respects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a charter modification to the material terms.

Measure 1b

Is the school complying with applicable education requirements?

- Meets Standard:**
- Does Not Meet Standard:**
- Falls Far Below Standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to:

- Instructional days or minutes requirements
- Graduation and promotion requirements
- Content standards, including Common Core
- State assessments
- Implementation of mandated programming as a result of state or federal funding

Measure 1c

Is the school protecting the rights of students with disabilities?

- Meets Standard:**
- Does Not Meet Standard:**
- Falls Far Below Standard:**

Consistent with the school's status and responsibilities as either a Local Education Agency (LEA) or school in a district LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract

(including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:

- Equitable access and opportunity to enroll
- Identification and referral
- Appropriate development and implementation of Individualized Education Plans and Section 504 plans
- Operational compliance, including provision of services in the least restrictive environment and appropriate inclusion in the school's academic program, assessments, and extracurricular activities
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or
- Section 504 plans
- Appropriate use of all available, applicable funding

Measure 1d

Is the school protecting the rights of English Language Learner (ELL) students?

- Meets Standard:**
- Does Not Meet Standard:**
- Falls Far Below Standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act [ESEA] and U.S. Department of Education authorities) relating to requirements regarding English Language Learners (ELLs), including but not limited to:

- Equitable access and opportunity to enroll
- Required policies related to the service of ELL students
- Compliance with native-language communication requirements
- Proper steps for identification of students in need of ELL services
- Appropriate and equitable delivery of services to identified students
- Appropriate accommodations on assessments
- Exiting of students from ELL services
- Ongoing monitoring of exited students

2. Financial Management and Oversight

Measure 2a

Is the school meeting financial reporting and compliance requirements?

- Meets Standard:*
- Does Not Meet Standard:*
- Falls Far Below Standard:*

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements, including but not limited to:

- Complete and on-time submission of financial reports, including annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an Education Service Provider (ESP)
- On-time submission and completion of the annual independent audit and corrective action plans, if applicable
- All reporting requirements related to the use of public funds

Measure 2b

Is the school following Generally Accepted Accounting Principles (GAAP)?

- Meets Standard:*
- Does Not Meet Standard:*
- Falls Far Below Standard:*

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to:

- An unmodified audit opinion
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses
- An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

3. Governance and Reporting

Measure 3a

Is the school complying with governance requirements?

- Meets Standard:*
- Does Not Meet Standard:*
- Falls Far Below Standard:*

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to:

- Board policies, including those related to oversight of an Education Service Provider (ESP), in applicable
- Board bylaws
- State open meeting law
- Code of ethics
- Conflicts of interest
- Board composition and/or membership rules (e.g., requisite number of qualified teachers, ban on employees or contractors serving on the board, etc.)
- Compensation for attendance at meetings

Measure 3b

Is the school holding management accountable?

- Meets Standard:*
- Does Not Meet Standard:*
- Falls Far Below Standard:*

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to oversight of school management, including but not limited to:

- (For Education Service Providers [ESPs]) maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement, and requiring annual financial reports of the ESP
- (For Others) oversight of management that includes holding it accountable for performance expectations that may or may not be agreed to under a written performance agreement

Measure 3c

Is the school complying with reporting requirements?

- Meets Standard:**
- Does Not Meet Standard:**
- Falls Far Below Standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the school's authorizer, State Education Agency (SEA), district education department, and/or federal authorities, including but not limited to:

- Accountability tracking
- Attendance and enrollment reporting
- Compliance and oversight
- Additional information requested by the authorizer

4. Student and Employees

Measure 4a

Is the school protecting the rights of all students?

- Meets Standard:**
- Does Not Meet Standard:**
- Falls Far Below Standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the rights of students, including but not limited to:

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
- The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law)
- Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction.
- Conduct of discipline (discipline hearings and suspension and expulsion policies and practices)

Note: Proper handling of discipline process for students with disabilities is addressed more specifically in Section 1c.

Measure 4b

Is the school meeting attendance goals?

- Meets Standard:**
- Does Not Meet Standard:**
- Falls Far Below Standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to attendance goals.

Measure 4c

Is the school meeting teacher and other staff credentialing requirements?

- Meets Standard:**
- Does Not Meet Standard:**
- Falls Far Below Standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the Elementary and Secondary Education Act [ESEA]) relating to state certification requirements.

Measure 4d

Is the school respecting employee rights?

- Meets Standard:**
- Does Not Meet Standard:**
- Falls Far Below Standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts. The school does not interfere with employees' rights to organize collectively or otherwise violate staff collective bargaining rights.

Measure 4e

Is the school completing required background checks?

- Meets Standard:*
- Does Not Meet Standard:*
- Falls Far Below Standard:*

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to background checks of all applicable individuals (including staff and members of the charter community, where applicable).

5. Student Environment

Measure 5a

Is the school complying with facilities and transportation requirements?

- Meets Standard:*
- Does Not Meet Standard:*
- Falls Far Below Standard:*

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including but not limited to:

- Americans with Disabilities Act (ADA)
- Fire inspections and related records
- Viable certificate of occupancy or other required building use authorization
- Documentation of requisite insurance coverage
- Student transportation

Measure 5b

Is the school complying with health and safety requirements?

- Meets Standard:*
- Does Not Meet Standard:*
- Falls Far Below Standard:*

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services, including but not limited to:

- Appropriate nursing services and dispensing of pharmaceuticals
- Food service requirements
- Other district services, if applicable

Measure 5c

Is the school handling information appropriately?

Meets Standard:

Does Not Meet Standard:

Falls Far Below Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including but not limited to:

- Maintaining the security of and providing access to student records under the Family Educational Rights and
- Privacy Act and other applicable authorities
- Accessing documents maintained by the school under the state's Public Records law and other applicable authorities
- Transferring of student records
- Proper and secure maintenance of testing materials

6. Additional Obligations

Measure 6a

Is the school complying with facilities and transportation requirements?

Meets Standard:

Does Not Meet Standard:

Falls Far Below Standard:

The school materially complies with all other legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources:

- Revisions to state charter law
- Consent decrees
- Intervention requirements by the authorizer
- Requirements by other entities to which the charter school is accountable (e.g., State Education Agency [SEA])

Appendix D:

Weight for Performance Framework



Weight for Performance Framework

**Academic, Financial, and Organizational
Frameworks for Charter School Accountability**

Spokane Public Schools Mission

The mission of Spokane Public Schools is to develop the skills and talents of all students through rigorous learning experiences, relevant real-life applications, and supportive relationships.

Spokane Public Schools

200 N. Bernard

Spokane, WA 99201

Phone: (509) 354-5900

Spokane Public Schools Charter School Authorizer Application Overview 126

Academic Performance Framework		State/Federal Accountability				Student Progress Over Time			Student Achievement Overall Academic Performance		Attendance	Recurrent from year to year	Post-Secondary Readiness (Required for High Schools Only)				Mission-Specific Academic Goals	State Grade		Performance Framework Rating	
		Measure 1 a	Measure 1 b	Measure 1 c	Measure 1 d	Measure 2a	Measure 2b	Measure 2c	Measure 3a	Measure 3b	Measure 4a	Measure 5a	Measure 6a	Measure 6b	Measure 6c	Measure 6d	Measure 7a				
School 1																					
School 2																					

	Financial Performance Framework								State Grade	Performance Framework Rating
	Near-Term Measures				Sustainability Measures					
	Measure 1 a	Measure 1 b	Measure 1 c	Measure 1 d	Measure 2a	Measure 2b	Measure 2c	Measure 2d		
School 1										
School 2										

Operational Performance Framework		Education Program				Financial Management and Oversight		Governance Reporting			Student Employees					Student Environment			Additional Obligations	State Grade	Performance Framework Rating
School 1	School 2	Measure 1 a	Measure 1 b	Measure 1 c	Measure 1 d	Measure 2a	Measure 2b	Measure 3a	Measure 3b	Measure 3c	Measure 4a	Measure 4b	Measure 4c	Measure 4d	Measure 4e	Measure 5a	Measure 5b	Measure 5c	Measure 6a		

Overall Performance Framework	Measure 1 a	Academic	
	Measure 1 b	Financial	
	Measure 1 c	Operational	
School 1			
School 2			

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Weighting Scheme

Academic:

Academic Measure	Weight – Elementary and Middle	Weight – High schools
State/Federal Accountability	33.33%	25%
Student Progress Over Time (Growth)	25%	18.75%
Student Achievement Overall Academic Performance	16.67%	12.5%
Attendance	8.33%	6.25%
Recurrent from year to year	8.33%	6.25%
Post-Secondary Readiness	N/A	25%
Mission-Specific Academic Goals	8.33%	6.25%

Academic Measure for high Schools	Weight – Elementary and Middle	Weight – High schools
Measure a – 22 on ACT or 1550 on SAT	N/A	6.25%
Measure b – Graduation Rates	N/A	6.25%
Measure c – Enrollment in post-secondary	N/A	6.25%
Measure d – Adequately prepared for post-secondary	N/A	6.25%

Financial:

Financial Measure	Weight – Elementary and Middle	Weight – High schools
Near-Term Measures - Measure a	12.5%	12.5%
Near-Term Measures - Measure b	12.5%	12.5%
Near-Term Measures - Measure c	12.5%	12.5%
Near-Term Measures - Measure d	12.5%	12.5%
Sustainability Measures - Measure a	12.5%	12.5%
Sustainability Measures - Measure b	12.5%	12.5%
Sustainability Measures - Measure c	12.5%	12.5%
Sustainability Measures - Measure d	12.5%	12.5%

Operational:

Operational Measure	Weight – Elementary and Middle	Weight – High schools
Education Program	22.2%	22.2%
Financial Management and Oversight	11.11%	11.11%
Governance Reporting	16.6%	16.6%
Student Employees	27.77%	27.77%
Student Environment	16.6%	16.6%
Additional Obligations	5.5%	5.5%

Appendix E:

Renewal Application



Renewal Application

Spokane Public Schools Mission

The mission of Spokane Public Schools is to develop the skills and talents of all students through rigorous learning experiences, relevant real-life applications, and supportive relationships.

Spokane Public Schools

200 N. Bernard

Spokane, WA 99201

Phone: (509) 354-5900

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Appendix II – Five Year Projected Budget Templates

Introduction to the Renewal Process

Spokane Public Schools (SPS) is committed to authorizing new and innovative schools that will provide high-quality educational options to serve the diverse needs of Spokane students. SPS works to recruit and support new schools, and ultimately, hold them accountable to high standards of performance.

While given autonomy in the educational structure and financial management of its school, a charter or contract school operator is held accountable to various criteria set forth in its School Agreement with the Washington State Board of Education, applicable Spokane Public Schools policy, and the Washington Charter School Law [RCW 28A.710], in the case of charter schools. When a Spokane charter school reaches its fifth year of operation, it undergoes a comprehensive renewal process, during which time SPS evaluates its performance against its School Agreement and Accountability Plan.¹

The renewal process serves two purposes. First, it informs the Washington State Board of Education's decision on whether to renew a school's contract by providing evidence on whether the school has met student performance, financial, and operational compliance requirements. Second, this reflective process provides schools with the opportunity to evaluate their effectiveness in fulfilling past goals and make a case for their continued operation.

The renewal process requires the collaboration of the school, Spokane Public Schools, external partners, and the Washington State Board of Education over a several-month period. A SPS Evaluation Team, composed, will review the evidence collected throughout the renewal process, including the renewal application, student achievement reports, Renewal Site Visit report, as well as the governance, finance, and facility/ADA reviews. The SPS Evaluation Team will make a recommendation to SPS Leadership as to whether a school should be renewed in accordance with its School Agreement, Spokane Public Schools policy, and the Washington Charter School Law [RCW 28A.710].

We are committed to ensuring that this process is one of high integrity and transparency. Therefore, the following pages will detail the criteria for renewal, the method for evaluating the evidence collected throughout the renewal process, the renewal decision process, and the renewal timeline. Included in this renewal packet are the renewal application directions, narrative questions, and a list of documents requested as part of this process.

Spokane Public Schools is available to answer any questions or concerns regarding the application process. By working together, we can be assured that the children of Spokane will continue to receive a high-quality education that will provide them with the building blocks for future success.

¹ Charters and contracts are typically renewed in five year increments, but there can be exceptions. The renewal process takes place during the year prior to the contract's expiration.

1. Components of the Renewal Process

Spokane Public Schools’ renewal process is founded on the criteria for renewal included in the School Agreement. To ensure a thorough review, SPS bases its renewal recommendation on evidence collected throughout a school’s contract term. The following section provides information on the criteria for renewal and the evidence reviewed by SPS officials to make a renewal recommendation.

Statutory Criteria for Renewal

Charter Schools

The Spokane charter renewal process is focused on the renewal criteria provided in the Washington Charter School Law [RCW 28A.710], which are also included in each Charter School Agreement with the Washington State Board of Education:

A charter may be revoked or not renewed if the local school board clearly demonstrates that the charter school did any of the following, or otherwise failed to comply with the requirements of this law:

- a. Committed a material and substantial violation of any of the term, conditions, standards, procedures set forth in the contract or required under Washington charter law RCW28A.710.200;
- b. Failed to meet or make sufficient progress toward the performance expectations set forth in the charter contract;
- c. Failed to meet generally accepted standards of fiscal management; or
- d. Substantially violated and material provision of law from which the charter school is not exempt.

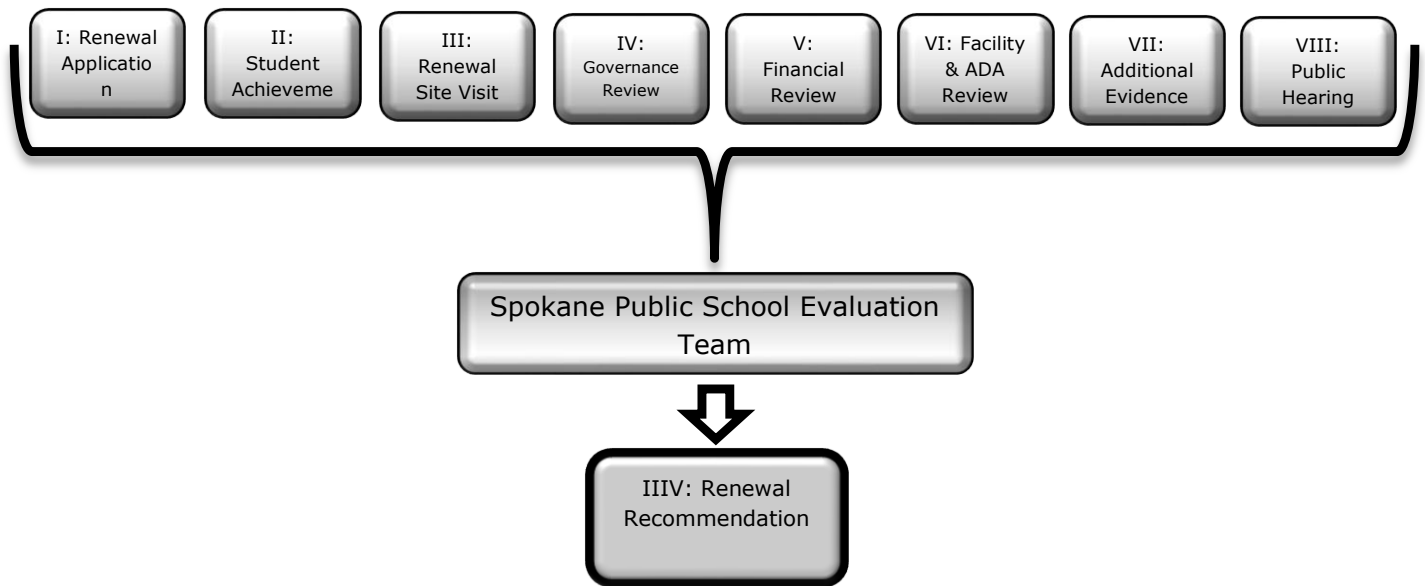
Evidence Used to Evaluate School on each Criterion

Spokane Public Schools evaluates evidence to determine whether or not the school meets the criteria for contract termination. The following table shows the evidence used to evaluate whether the school is in violation of the renewal criteria common to the charter schools:

Washington Charter School Law/School Agreement Requirements	Evidence Used to Evaluate at Renewal
Committed a material and substantial violation of any of the term, conditions, standards, procedures set forth in the contract or required under Washington charter law RCW28A.710.200	Renewal Application; Governance Review; Financial Review; Facility and ADA Review; Renewal Site Visit Report
Failed to meet or make sufficient progress toward the performance expectations set forth in the charter contract	Renewal Application; Student Performance Data; Renewal Site Visit Report
Failed to meet generally accepted standards of fiscal management	Renewal Application; Governance Review; Financial Review; Renewal Site Visit Report
Substantially violated and material provision of law from which the charter school is not exempt	Renewal Application; Governance Review; Financial Review; Facility and ADA Review; evaluation of any other evidence of legal violations

Method of Evaluating the Evidence

An Evaluation Team made up of education and financial specialists from the Spokane Public Schools (SPS) is charged with making a renewal recommendation to SPS leadership and the Washington State Board of Education. The Evaluation Team receives evidence for the renewal recommendation from the following sources and is responsible for objectively evaluating this evidence to make a final recommendation.



Renewal Application

Per the School Agreement, a school's renewal proposal must contain information on its progress in meeting its educational and operational goals, student performance standards, and any other terms included in a charter or contract school's original proposal. In addition, the school must provide financial information such as operational costs.

In order to adhere to the School Agreement and ensure that the necessary information is collected for Spokane Public Schools Evaluation Team to make an informed renewal recommendation to the Spokane Public Schools Leadership, schools must complete the renewal application. The renewal application contains questions and document requests pertaining to the following areas:

- Student & Staff Population;
- Mission, Strategy, & Goals*;
- Teaching & Learning*;
- Services for Homeless Students, English Language Learners (ELL), and Students with Disabilities*;
- Governance & Leadership*;
- Facility & ADA*.

Document requests can be found in the demarcated boxes at the end of each section noted with a star above.

The document requests ensure that a comprehensive body of evidence is available to support the analyses being completed by SPS to determine whether the school has met the renewal criteria included in the School Agreement. Schools up for renewal are required to complete and submit the renewal application to Spokane Public Schools by [TBD]. A delay in the submission of the renewal application may influence other aspects of the school’s renewal process.

Student Achievement Data

In assessing a school’s academic performance, Spokane Public Schools will determine if a school:

- Has met student performance standards, or
- Is making reasonable progress toward student performance standards, or
- Failed to meet or make reasonable progress toward student performance standards.

To determine a school’s performance level, SPS will evaluate a school’s progress on student performance indicators found in the Washington State Achievement Index. According to the Achievement Index, measuring student performance provides a multi-faceted understanding of student performance at the school and the school’s comparison with the neighborhood schools its students would have otherwise attended. In the Charter and Contract School Performance Report published annually, Ratings on a variety of indicators which measure student performance are given. The ratings are:

Exceeds Standard- clearly meets/exceeds expectations

Meets Standard – meets minimum requirements for that indicator; and

Does Not Meet standard or Falls Far below Standard – clearly does not meet expectations

The Washington State Board of Education will use a school’s performance on current and historical student performance indicators to summarize a school’s academic progress. The table below details the criteria for this categorization:

Categorization	Criteria
Meeting Standards	<p><u>Scenario 1:</u></p> <p>Majority of high ratings for the past four years</p> <p>No low ratings on the Washington Achievement Index in any year</p>

<p>Making Reasonable Progress</p>	<p><u>Scenario 1:</u></p> <p>No low ratings on the Washington Achievement Index in current year</p> <p><u>Scenario 2:</u></p> <p>Mostly high and middle ratings on the Washington Achievement Index in current year</p> <p>Percentage of high and middle ratings increasing over time</p>
<p>Failed to Meet or Make Reasonable Progress</p>	<p><u>Scenario 1:</u></p> <p>Does not meet criteria to be categorized as Meeting Standards or Making Reasonable Progress</p>

Additional evaluation factors, such as evidence gathered from the Renewal Site Visit, will also be used to evaluate whether a school is identified as “Making Reasonable Progress.” The Washington State Board of Education reserves the right to look at these additional factors before finalizing a school’s ranking.

Renewal Site Visit Report

[Outside Source TBD], an education consulting group, facilitates the Renewal Site Visit process. The Renewal Site Visit (RSV) has been designed to increase the rigor and consistency of the renewal process for school authorizers. The RSV Protocol and related tools used during the Renewal Site Visit are based on a set of research-based criteria.

During the site visit(s), a team consisting of Spokane Public Schools Evaluation Team and [Outside Source TBD] conducts classroom visits, reviews documents, and interviews school leadership, staff, parents, students, and board members in order to address the following areas of a school’s operation:

- Teaching and Learning;
- Services for English Language Learners (ELL) and Students with Disabilities
- Learning Community; and
- Governance and Leadership.

At the end of the visit, the RSV team will verbally report initial findings to school leadership. Within one month, evidence collected from the Renewal Site Visit is submitted as a report to the Spokane Public Schools and shared with schools.

Governance Review

In evaluating a school based on its School Agreement and the Washington Charter School Law, if applicable, Spokane Public Schools collects evidence to address whether the school has committed a material violation of procedures, met standards of fiscal management, and followed all provisions of law from which charter and contract schools are not exempt.

Financial Review

In addition to conducting analyses on the school's governance, SPS will also conduct a Financial Review on the school up for renewal. In producing this report, SPS will review the school's operational performance data included in the Annual Performance Report, the Annual Fiscal Audits required by the School Agreement, and the school's responses to the narrative questions and document requests.

Facility and Americans with Disabilities Act (ADA) Review

The Facility and ADA Review details the general condition and suitability of the school's buildings. The Facility and ADA Review will consist of two parts: 1) an evaluation of a school's compliance with applicable state, local, building, health, and fire codes, including a review of available information from school or other public information sources; 2) an evaluation of a school's compliance with ADA requirements as mandated by federal, state, and city accessibility laws to provide accessibility for people with disabilities.

A SPS Facility team will conduct a physical evaluation (walkthrough) of schools in independent facilities. During the walkthrough, the team will determine the general condition and suitability for continued school usage. Schools will be asked to have facility-related records on-hand for the visiting team. This evidence will be reviewed to determine whether the school violated any provisions of federal and/or state laws.

If necessary, the Facilities team will schedule a follow-up meeting to request any additional necessary documentation, as well as to review their findings with the school leaders. Schools will be expected to immediately begin to address any high-priority facilities issues found during the review. A school in a SPS building is only responsible for addressing non-structural concerns found from the facility walk-through. Only schools in non-SPS buildings are required to address noted structural concerns.

Additional Information

Additional information constitutes any other information brought to the attention of the Spokane Public Schools that is potentially pertinent to the decision to renew or not renew the contract (School Agreement) with the Washington State Board of Education. This may include evidence of a material violation of the School Agreement or Washington Charter School Law. Spokane Public Schools also reserves the right to review other information submitted by the school, such as applications submitted through the Request for Proposals (RFP) process.

Public Hearing

A public hearing is held within the thirty days prior to the Spokane Public Schools Board of Directors renewal decision. The purpose of the public hearing is to receive public testimony on the renewal or revocation of the charter or contract. At the public hearing, a public hearing officer is appointed to record public testimony. A written summary of the public hearing is then provided to the Washington

State Board of Education as a final piece of evidence to be included in the renewal decision. Notice of the public hearing is provided in local newspapers.

2. Renewal Decision Process

Spokane Public Schools Evaluation Team will make a recommendation to SPS leaders as to whether the school up for renewal should be renewed in accordance with the criteria set forth in the School Agreement and/or Washington Charter School Law [RCW28A.710]. The evaluation process outlined in the preceding pages is intended to assess a school's compliance with its School Agreement and/or Washington Charter School Law, and to assist Washington State Board of Education in making an informed decision that will be in the best interest of the Spokane Public Schools' students. In order to recommend a school for renewal, SPS must determine that the school has met or is making reasonable progress toward student performance standards and has not committed a material violation of its contract, failed to meet generally accepted standards of fiscal management, or violated any provision of law from which the school is not exempt. SPS determines a school's progress against the renewal criteria detailed in the School Agreement by gathering evidence from the renewal application, student performance data, Renewal Site Visit Report, Governance Review, Financial Review, Facility/ADA Review, Public Hearing Report, and other applicable evidence.

In addition, according to the Accountability Plan found in the School Agreement, the Board may act to not renew a school's contract, in whole or for any attendance center or campus, during the term of the School Agreement. Therefore, SPS will review specific information for each campus or attendance center operated by a multi-campus charter school applying for renewal and will likely conduct site visits to multiple campuses operated by the school.

If after reviewing the evidence, SPS determines that a charter or contract school has failed to meet the terms of its School Agreement; SPS will recommend non-renewal to SPS leadership and the Washington State Board of Education. The Spokane Public Schools Board of Directors will make the final renewal decision. For charter school renewal decisions, Spokane Public Schools will subsequently file a report to the Washington State Board of Education granting or denying renewal of the charter. The Washington State Board of Education will then determine whether the approved proposal is consistent with provisions found in the Washington Charter School Law.

Example Renewal Timeline [All Dates are subject to change]

Target Timeline	Event	Explanation
July 12, 20__	Renewal Application distribution	Renewal Application is sent to schools up for renewal.
July 14 – July 23, 20__	Renewal Application Orientation Sessions	SPS will meet individually with schools up for renewal and answer questions regarding the renewal application.
July 20__ – January 20__	Facility/ADA Review	SPS will assess and report on the building conditions and compliance with ADA requirements of the schools up for renewal in 20__-20__. Exact dates will vary by school. Follow up visits may also be scheduled, and will vary by school.
August 25, 20__	School/Campus orientation to Renewal Site Visit process; Renewal Site Visit dates confirmed	SPS and [TBD] will conduct an orientation for the schools up for renewal in 20__-20__. The purpose of the session is to familiarize network/school leaders with the Renewal Site Visit process and the protocol being used during the on-site evaluation. Renewal Site Visit dates are confirmed and finalized.
September 1, 20__	Renewal Application Deadline	A completed application is delivered Spokane Public Schools. Please refer to page __ for additional details.
September– December 20__	Governance Review; Financial Review	SPS will analyze the school's governance and operational practices, financial audits, and budget and financial statements.
September– December 20__	Renewal Site Visit (RSV)	SPS and [TBD] will conduct site visit(s) to schools up for renewal. The RSV process provides a third-party perspective on current school quality for all students across four domains. Exact dates will vary by school.
March- May 20__	Public Hearing	The public hearing is held within 30 days prior to the SPS Board's vote on renewal. The public hearing provides an opportunity for representatives of the community to give testimony. Notice of the public hearing is published in local newspapers. Exact dates will vary by school.
March- May 20__	Board Decision	Upon reviewing the recommendation from SPS Leadership Team and evidence collected during the renewal process, the Board makes a decision to renew or revoke the charter/contract or campus. Exact dates will vary by school.

3. Next Steps for Schools

Renewal Application

Spokane Public Schools will hold individual orientation meetings from [Date TBD] to answer any questions about the renewal application and to provide more details about the other aspects of the renewal process. We encourage all schools/ networks to attend an orientation. To schedule your orientation at a time convenient to you during this two-week period, please contact [Insert Contact]. As

a reminder, the renewal application is due Spokane Public Schools no later than [Insert Date] by 5:00 pm.

Facility and ADA Review

Spokane Public Schools will conduct a Facility/ADA assessment of the buildings operated by the charter or contract up for renewal. The purpose of this review is three-fold: (1) to ensure that school is in compliance with applicable state, local, building, life safety, health and fire codes; (2) to ensure the school is meeting ADA requirements and other federal, state, and city accessibility mandates; and (3) to ensure that the school is providing accessibility for people with disabilities. Spokane public Schools' School Start-up Services team will contact the school and work with network/ school leadership to set a date for the Facility/ADA review. Upon completion of the Facility/ADA Review a follow-up meeting may be set. Finally, a report detailing the building conditions, life safety issues, and compliance with ADA requirements is submitted to Spokane Public Schools and made available to the school. The Facility and ADA Review will take place between [Dates TBD].

Renewal Site Visit Process

By early August, SPS and [Outside Source TBD] will be sending charter school leaders a copy of the Renewal Site Visit Protocol. In late August, SPS and [Outside Source TBD] will be hosting an information session at Spokane Public Schools to familiarize network/ school leaders with the Renewal Site Visit process and protocol. Site visit dates must be confirmed at this information session.

4. Conclusion

As accountability is a key aspect of the charter school models, Spokane Public Schools takes the renewal process very seriously. To help ensure consistency and transparency across renewals, Spokane Public Schools has invested time and energy in creating a comprehensive protocol for the renewal process.

The collection and analysis of various sources of evidence enables the Spokane Public Schools leaders to make a sound decision on the renewal of the school's contract. In addition, this comprehensive renewal evaluation process provides opportunities for schools to reflect on past goals and progress towards achieving these goals in order to shape their future work in improving students' personal and academic development.

Collaborating and building partnerships are pivotal elements of creating and sustaining excellent schools. We look forward to working with charter and contract operators in continuing to improve the educational opportunities available to the children of Spokane.

Introduction to the Renewal Process

Summary and Directions

Throughout its contract term, a charter or contract school is likely to grow and change. Given that the School Agreement is based on a school's initial proposal, it is important that a school completes a renewal application at the end of each contract term in order to reflect on the extent to which it realized the goals and vision in its initial proposal and articulate its goals and vision for the next term.

Spokane Public Schools encourages schools to be thoughtful, clear, and concise in responding to renewal application questions.

Directions for Renewal Application (Applicable for ALL Schools)

Please note the following directions when completing the renewal application:

- Submit **two copies** of the renewal application **in three-ring binders**, as well as a **thumb drive** that includes **all sections** of the completed application (including document requests and appendices) **by the beginning of the school year**
- Include a Table of Contents
- Include page numbers and a header or footer with the school name and the date of submission
- Please answer all narrative questions in a single tab and create separate tabs for each document request submitted via hard copy.
 - **Narrative Questions:** Please begin a new page for each section (Student & Staff Population; Mission, Strategy, & Goals; Governance & Leadership, etc.) and clearly indicate question numbers for each response. Please note respective page limits for each question.
 - **Document Requests:**
 - Please scan **all** document requests to the thumb drive. Please clearly indicate the section and letter (Teaching & Learning- A, etc.) each submitted document is fulfilling, either through the file title or a sub-folder title. **The school may choose to submit document requests electronically in lieu of submitting hard copies.**
 - Documents submitted via hard copy should be clearly labeled with tabs that correspond to the specific question number.
 - Please provide summaries for items covering the content requested if the school has not already created a formal document. Each summary should not exceed one page and should include the section and letter of the associated document request.
- All appendices should be clearly labeled with "Appendix" footer at the bottom and with tabs that correspond to the specific question number.
- Please create a thumb drive that includes the application in Word or searchable PDF format. Document requests may be submitted in other formats (Excel, non-searchable PDFs, etc.).
- The completed application should be delivered or sent to:

Spokane Public Schools
200 N. Bernard
Spokane, WA 99201

- a. Please note that if upon reviewing your renewal application, we find that items are missing or that the application is incomplete, the school will be contacted immediately and will be given **24 hours** to provide the necessary material. Please send missing material to [Insert Contact] at Spokane Public Schools. As stated earlier, an incomplete or delayed submission may influence other aspects of the school's renewal process.

RENEWAL APPLICATION FORM

Name of School or Network

Name of Board President

Name of Contact Person

Name of Alternate Contact Person

Mailing Address of Contact Person

Mailing Address of Alternative Contact Person

Telephone Number of Contact Person

Telephone Number of Alternative Contact Person

E-mail of Contact Person

E-mail of Alternative Contact Person

Telephone Number of Board President

E-mail of Board President

School's Initial opening Date

Current Grades for School

Grade levels to be served at full enrollment

Maximum projected enrollment (at full growth)

Narrative Questions & Document Requests

The narrative questions in the Renewal Application provide key information about the school's programs, practices, and compliance with federal, state, and local requirements.

Signature of School Director/Leader

Date

Signature of the Board President

Date

As detailed in the introduction, questions are divided into six sections:

- I. Student & Staff Population
- II. Mission, Strategy, & Goals
- III. Teaching & Learning
- IV. Services for Homeless Students, English Language Learners (ELLs), and Students with Disabilities
- V. Governance & Leadership
- VI. Facility & ADA

Many sections contain document requests to gather the information required to determine whether the school has met the renewal criteria set forth in its School Agreement.

The school may also provide existing documents to answer narrative questions. If the school chooses to submit documents to answer narrative questions, please clearly indicate the document and page(s) in which the answer(s) can be found.

1. Student & Staff Population

Complete the following tables by including data for each year of the contract term. Please **add rows for grade levels if necessary**.

TABLE IA. SCHOOL ENROLLMENT AND DEMOGRAPHIC INFORMATION					
	School Year				
	20__-20__	20__-20__	20__-20__	20__-20__	20__-20__
Student Enrollment (by grade)					
K					
1 st					
2 nd					
Total					
Gender					
# Male					
# Female					

Ethnicity/Race					
# White					
# Black					
# Hispanic					
# Asian					
# Other					
Home Languages					
# Non-English Speaking Households					
Specialized Populations					
# Students with IEPs					
# English Language Learners					
# Homeless Students					
# Eligible for Free and Reduced Lunch					

TABLE IB. SUSPENSIONS & EXPULSIONS					
	School Year				
	20__-20__	20__- 20__	20__-20__	20__- 20__	20__- 20__
# of in-school suspensions					
# of out-of-school suspensions					
# of students expelled					

TABLE IC. TEACHER RETENTION					
	School Year				
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Total # of teaching positions					
# of teachers returning to the school from the previous school year					
# of teachers hired due to growth in grade levels or enrollment					

2. Mission, Strategy, & Goals

- What is the mission of your school and how has the school realized its mission over the last contract term? Please include specific examples. *1 page maximum*
- Please describe programs and activities that support the mission (e.g. community partnerships, parent programs, after school and extracurricular activities). How have these programs helped the school realize its mission? Please include specific examples. *1 page maximum*
- Using the tables below, state the school's educational goals and academic targets. For Table IIA, please indicate the school's goals and targets from the 20__-20__ contract term, the metrics you have used to measure progress, the strategies you have used to accomplish these goals, and your progress to date. Please complete Table IIB with any new educational goals and academic targets for the 20__-20__ term, including targets based on the Performance, Remediation, & Probation Policy (PRPP) metrics to which you will be held accountable in the next contract term. Please add additional rows if applicable. *1 page maximum*

TABLE IIA. EDUCATIONAL GOALS FROM 20__-20__ CONTRACT TERM					
	Goal/ Target	Metric(s)	Strategies	Progress	Remaining a goal for 20__-20__ (Y/N)?
1.					
2.					
3.					
4.					

TABLE IIB. EDUCATIONAL GOALS FOR 20__-20__ CONTRACT TERM			
	Goal/ Target	Metric(s)	Strategies
1.			
2.			
3.			
4.			

d. Please complete Table IIC by identifying the school’s financial and operational goals, metrics used to measure progress, strategies used to monitor progress, and progress to date. Please complete Table IID with any new financial and operational goals for the 20__ - 20__ term. *1 page maximum*

TABLE IIC: FINANCIAL AND OPERATIONAL GOALS FROM 20__-20__ CONTRACT TERM					
	Goal	Metric(s)	Strategies	Progress	Remaining goal for 201__-20__ (Y/N)?
1.					
2.					
3.					
4.					

TABLE IID. FINANCIAL AND OPERATIONAL GOALS FOR 20__-20__ CONTRACT TERM			
	Goal	Metric(s)	Strategies
1.			
2.			
3.			

- e. Provide a vision for what the school will look like in five years. What changes, if any, need to be made to the school’s mission in the upcoming term to achieve this vision? What are the key challenges or risks in realizing this vision? What has the school done and what does the school plan to do to address each of the key challenges that you identified? *2 pages maximum*

SECTION II- DOCUMENT REQUESTS	
A.	School improvement plan or other document that describes the school’s process for measuring progress towards school goals, including but not limited to student achievement. Plan should include a list of goals, the timeline for achieving goals, and procedures for monitoring progress and taking corrective action.

3. Teaching & Learning

- a. Please describe the school’s educational philosophy. What are the core values and key design elements of your academic program? What instructional strategies and/or core pedagogies have been implemented in classrooms school-wide (e.g. Direct Instruction, Project-Based Learning, etc.)? How do these approaches support the school’s mission? *2 pages maximum*

- b. Please describe the process by which school leaders and teachers use data to inform decisions regarding instruction, curriculum, school programs, professional development and/or other school components. What systems, if any, does the school use to review and analyze data? Which pieces of data do school leaders and teachers analyze? How does the school use data to assess the effectiveness of school practices and programs? How does individual student achievement data inform help determine student interventions? Please provide one or more specific examples of how data analysis has resulted in a change at the school. *2 pages maximum*

- c. In Table IIIA, please provide an overview of your internal assessment system by listing the name, purpose, frequency, and timeline of each internal assessment. *1 page maximum*

TABLE IIIA. INTERNAL ASSESSMENTS			
Internal Assessment	Purpose	Frequency	Month Administered

SECTION III- DOCUMENT REQUESTS
<p>A. School’s curriculum (please submit electronically; paper copies will not be accepted), including but not limited to: curriculum maps that link standards to school/classroom practices; a list of programs or other resources that support the school’s curriculum; pacing charts across grade levels and subject areas; and if applicable, a list of educational programs used to support the implementation of the curriculum for each grade and subject area</p> <p>B. Professional development calendar for 20__-20__, sample professional development agendas from 20__-present, common planning time schedule for 20__-20__, and sample common planning time agendas from 20__-present</p>

4. Services for Homeless Students, English Language Learners (ELL), and Students with Disabilities

- a. Describe the strategies and processes in place to ensure that your school enrolls a diverse student population (i.e. representation of students of homeless status, English Language Learners, and students with disabilities). Please include the steps taken to retain these populations. *2 pages maximum.*
- b. Describe how your school will meet the minimum enrollment target for students with disabilities (minimum enrollment target for elementary schools is 7.06%; for high schools is 10.57%). Include an overview of how your school identifies students with disabilities. *1 page maximum*
- c. Describe the methods and strategies by which your school assures the provision of services to homeless children in compliance with all federal laws and regulations. Provide a description of:
 - The steps the school takes to be sensitive and responsive to the needs and concerns of homeless students.
 - The services that are offered by the school and the services that are provided by outside providers.
 - The training staff receives regarding the needs and rights of homeless students.
 - Process for including homeless students in all proposed school programs and activities.
 - The school's efforts to ensure that homeless children are not deprived of their rights under the Settlement Agreement. Explain how you ensure that the school does not interfere with the board's performance of its obligations under the Agreement. *2 pages maximum*
- d. Describe how the school (1) identifies students from non-English speaking backgrounds; (2) assesses English language proficiency of all students identified as coming from a non-English speaking background; (3) instructs students identified as English Language Learners (ELLs); (4) annually assesses the English language proficiency of all identified ELLs. *1 page maximum*

SECTION IV- DOCUMENT REQUESTS	
A.	Complete the ISBE Special Education form (Appendix III). Be sure to summarize how your education program guarantees that students with disabilities are provided a free appropriate public education in the least restrictive environment. Explain how you ensure that all students with disabilities in your school: <ul style="list-style-type: none">• Have access to the general education curriculum• Integrate with their non-disabled peers• Receive related services in settings that include non-disabled peers to the maximum extent appropriate• Participate in standardized testing with accommodations and modifications, as required• Are included in the educational and/or culture-building activities discussed in question 3.

5. Governance & Leadership

Please answer questions below regarding Governance and Leadership.

- a. Please describe the Board of Director's main roles and responsibilities. *1 page maximum*
- b. Please describe how the board monitors the school's academic performance and compliance to requirements found in the School Agreement and the Washington State Charter School Law, if applicable. What systems does the board have in place to monitor progress? How does the board intervene if the school is not meeting its academic goals or compliance requirements? Please include specific examples. *1 page maximum*
- c. Please describe the evaluation processes for the board (self-evaluation), school leaders, and teachers. Describe the metrics used in these evaluations, the types of feedback provided during each process, and how changes in practice resulting from feedback are monitored and evaluated. *2 pages maximum*
- d. How does the school provide instructional oversight? How does leadership evaluate the effectiveness of school programs, including instructional practice? What does leadership do to improve teaching and learning? Please include specific examples. *2 pages maximum*
- e. Please complete the following chart to identify the individuals who held leadership positions (e.g. principal, assistant principal, dean of academics, dean of student affairs, etc.) over the past contract term. Please add additional rows if necessary. *½ page maximum*

TABLE VA. SCHOOL LEADERSHIP FOR 20__-20__ CONTRACT TERM			
Position/Role	Staff Member's Name	Start Year (in position)	End Year (if applicable)

- f. Describe how key non-academic operations are conducted, including:
 - a) financial management;
 - b) facilities (management and development);
 - c) food services;
 - d) transportation for low income, at-risk and students with disabilities;
 - e) after-school programming.

As part of your response, please use Table VB to identify the party responsible for managing each of these processes, his/her qualifications for the role, and the levels of oversight and review conducted. *2 pages maximum*

TABLE VB. NON-ACADEMIC OPERATIONS			
Operation/Process	Person or Organization Managing Process	Qualifications	Description of Oversight and Review
a) Financial Management			
b) Facilities			
c) Food Services			
d) Transportation (for low income, at-risk and students with disabilities)			
e) After-school Programming			

- g. Discuss any strategic efforts the board has made related to succession planning for school leadership. *1 page maximum*
- h. If applicable, describe any anticipated changes to the by-laws over the next term (2011-2016). *1 page maximum*

SECTION V. DOCUMENT REQUESTS	
A.	Board handbook (or any other manual that details governance policies, the procedure for selecting and orienting new board members, the structure of the board including committee structures, roles and responsibilities of board members, board evaluation tools)
B.	Board's strategic plan
C.	Board by laws (if changes have been made since June 30, 20__)
D.	Board Conflict of Interest Policy
E.	Resumes of current board members
F.	Board meeting and board committee meeting schedules (if did not submit on July 1, 20__ as part of school's annual compliance requirement)
G.	Board meeting minutes (20__-20__ to the present)
H.	School policy and procedures manuals (e.g. student and faculty handbooks; discipline manual, etc.)
I.	Please complete a five-year projected budget for the next term (20__-20__) Please include detailed assumptions.

6. Facility & ADA

Section 1: Facility Capacity

- a. Is the current facility meeting the needs of the school's staff and students? If not, why? (*½ page maximum*)
- b. Will this facility continue to accommodate the school's growth needs? If not, what is the school's plan for relocation or renovation? (*1 page maximum*)

Section 2: Facility Condition, Maintenance, and Renovation

Please answer the questions in Section 2 if your school/ campus is located in an independent facility.

- c. What procedures are in place for handling facility repairs and maintenance? (e.g. does the school employ or hire building professionals to inspect and evaluate? How often? What happens with the information gathered in those inspections or evaluations?) (*1 page maximum*)
- d. Has the facility received any citations of building code violations? If so, how have you addressed these violations? (*½ page maximum*)
- e. Has the facility met fire inspection standards annually? If not, how have you corrected any violations? (*½ page maximum*)
- f. Describe the school's/ network's investment(s) in facility improvements, beyond simple maintenance, over the past term, including the dates, scope of work, and cost of project(s). Specify which of these projects, if any, were done partly or primarily to increase accessibility to people with disabilities. (*1 page maximum*)
- g. Is the school/ network planning to undertake (independently) any facility renovations during the next term? If so, describe planned work, general timelines for start and completion, estimated cost, and the qualifications of the person(s) managing these renovations. (*½ page maximum*)
- h. How has the school/ network funded its past facility maintenance and investment work, and how does it plan to fund anticipated future facility needs (e.g., per-student allowance, loans, fund-raising)? (*½ page maximum*)
- i. How much money does the school/network spend, per square footage of its occupancy, on facility, operations, and maintenance (excluding staff)? (*½ page maximum*)
- j. Please provide a list of all painting and plumbing projects conducted over the last term. (*1 page maximum*)

Section 3: ADA

Your school may submit existing plans and documents (if available) to address the questions in Section 3.

- k. For schools in independent facilities: if any areas of the facility are not accessible to people with disabilities, what is the school's/network's plan for renovating the facility or otherwise resolving this issue? (*½ page maximum*)
- l. If any areas of the facility are not accessible to people with disabilities, provide a written plan for providing access to all of the school's programs and activities, including activities for parents and community members. The plan should include:
 - a. A list of all non-accessible building spaces;
 - b. Accessible locations to which you will relocate activities from those non-accessible spaces upon request;

- c. Procedures for requesting such relocations; and
- d. School's method for notifying the public and training staff about your facility's accessibility and procedures for requesting the relocation of events. *(1 page maximum)*
- m. Please provide a plan for providing accommodations to persons with communication-related disabilities (other than student IEP requirements), such as:
 - a. Sign language interpreters for community events or parent-teacher conferences with deaf parents;
 - b. Braille, large print, and other alternate formats of written materials for people with vision impairments who want to attend community events;
 - c. Please list any outside vendors you use to provide these accommodations. *(1 page maximum)*

SECTION VI. DOCUMENT REQUESTS

If your school is located in an independent facility, please submit the following documents:

- A. Copy of proposed lease (if applicable) to cover upcoming term
- B. Original inspecting architect's report
- C. Floor plans
- D. Most recent Capital Needs Assessment & corresponding plan
- E. Most recent written ADA survey, other surveys, and inspection reports

APPENDIX I – Special Education Form

Requirement	Response to Request	Entity Responsible (SPS and/or school)	Title of Person in Organization Responsible
Child Find – explain how Child Find activities are implemented to identify any students who may be eligible for special education services;			
Referral system – describe steps for Initial evaluation and Reevaluation;			
Assessments – describe how the required assessments for evaluations are determined;			
Timelines - describe how timelines are met for annual reevaluations, yearly review or development of IEPs, sending required Notice and Consent forms to parents, and how progress is reported on IEP annual goals;			
Parental involvement – define the provision for parent involvement in the Special Education process;			
Provision of services – indicate how the full range of Special Education services and related services in the Least Restrictive Environment will be provided;			
FAPE – describe how Free Appropriate Public Education will be provided;			
Confidentiality of records - provide method of access to records, access controls in place, guidelines for appropriateness of special education documents in temporary files;			

Define the discipline code as applied to special education students and/or if this topic is covered in the CPS Uniform Discipline Code;			
Functional Assessments of Behavior – describe this provision;			
Behavior Intervention Plans – describe how these will be implemented;			
State testing determination - indicate how MSP/HSPE/EOC/SBAC testing is determined by the IEP team;			
State testing accommodations - indicate how MSP/HSPE/EOC/SBAC accommodations will be made for students with disabilities whose IEPs require accommodations;			
Extended School Year – describe how extended school year services will be provided;			
Transition planning – describe the methods used, agencies involved, participation of agencies, tracking post-graduation implementation;			
Special transportation – describe provisions for this service;			
Indicate parent education, notification and involvement in all the above areas;			
Describe how the school will perform background checks as well as credential verification of the prospective special education personnel;			
Describe how all services and resources required by			

a student's IEP will be provided.			
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APPENDIX II – Five-Year Projected Budget

Please complete the attached five-year projected budget. Networks should complete one for each campus and one at the network-level.

Used by permission and with cooperation of the National Association of Charter School Authorizers. (2013) *NASCA Core Resource Charter School Application*. Retrieved from <http://www.qualitycharters.org>

Appendix F:

Revocation Process



Revocation Process

Spokane Public Schools Mission

The mission of Spokane Public Schools is to develop the skills and talents of all students through rigorous learning experiences, relevant real-life applications, and supportive relationships.

Spokane Public Schools

200 N. Bernard

Spokane, WA 99201

Phone: (509) 354-5900

Revocation Process

Spokane Public Schools may choose to revoke the charter agreement if it is determined that the charter school does not meet the requirements of the written charter agreement, or if it is determined that the charter school is in violation of any of the following:

- Committed a material and substantial violation of any of the terms, conditions, standards, or procedures required under the charter school contract;
- Failed to meet or make sufficient progress toward the performance expectations set forth in the charter contract;
- Failed to meet generally accepted standards of fiscal management; or
- Substantially violated and material provision of law from which the charter school is not exempt.

Notice of revocation of a charter school will be given by the Spokane Public Schools Board of Directors to the governing board of the charter school and will state the grounds for such action along with reasonable specificity and adequate notice of the date on which the public hearing concerning the revocation will be held.

Summary of Notice for Revocation and Timeline

Date	Action
	Spokane Public Schools Board of Directors will provide timely notification of the prospect of and reasons for revocation. Spokane Board of Directors will provide notice to the governing board of the charter school of the date on which the public hearing will be held.
30 Days from date of Public Hearing	Spokane Public Schools will allow the charter school board: <ol style="list-style-type: none"> 1. A reasonable amount of time in which to prepare a response. 2. Provide the charter board with an opportunity to submit documents and give testimony challenging the rationale for closure and in support of the continuation of the school at a recorded public hearing held for that purpose. 3. Allow the charter school board to be represented by counsel and to call witness on its behalf.
	Spokane Public Schools Board of Directors after a reasonable period of deliberation will make a final determination and convey in writing to the charter school board.
Within 10 days of taking action	Once a determination has been made, Spokane Public Schools will submit a report of the actions to the applicant and to the Washington State Board of Education. The report must include a copy of Spokane Public Schools resolution setting forth the action taken, the reasons for the decision, and assurances of compliance with the procedural requirements established by Spokane Public Schools.

Summary of Notice for Revocation

Process Steps	Triggered By	May Result In
Notice of Deficiency	<ul style="list-style-type: none"> - Weak or insufficient performance identified through routine oversight: whether during preopening, ongoing compliance, regular performance reviews, or by external evaluators. - Repeated failure to meet performance targets as outlined in either the charter agreement. - Failure to comply with applicable laws or significant failure to comply with requirements of the charter. 	<ul style="list-style-type: none"> - Letter detailing deficiencies - School-improvement plan with corrective actions, TA requirements and measurable objectives - 3rd party monitoring
Notice of Probationary Status	<ul style="list-style-type: none"> - Continued failure to meet performance targets. - Failure to meet the objectives of the School Improvement Plan. - Continued failure to comply with applicable laws or requirements of the charter. 	<ul style="list-style-type: none"> - Mandatory performance improvement plan - Mandatory TA
Notice of Intent to Revoke	<ul style="list-style-type: none"> - Extended pattern of failure to comply or meet performance targets. - Extended failure to comply with applicable laws or charter requirements. - Failure to successfully address terms of probation. 	<ul style="list-style-type: none"> - Written Notice of Cause - Performance Report - Report Response - Hearing (contested?) - Public Hearing - Revocation Decision

Revocation Fact Sheet

_____ Name of School or Network	_____ Name of Board President
_____ Name of Contact Person	_____ Name of Alternate Contact Person
_____ Mailing Address of Contact Person	_____ Mailing Address of Alternative Contact Person
_____ Telephone Number of Contact Person	_____ Telephone Number of Alternative Contact Person
_____ E-mail of Contact Person	_____ E-mail of Alternative Contact Person
_____ Telephone Number of Board President	_____ E-mail of Board President
_____ School's Initial opening Date	_____ Current Grades for School
_____ Grade levels to be served at full enrollment	_____ Maximum projected enrollment (at full growth)

[Insert letter from the Spokane Board of Directors to the Governing Board of the Charter School]

This letter will be to summarize the overall concerns of the Spokane Public Schools Board. Concerns will include student performance, noncompliance with the original charter school agreement, mismanagement of finances, etc. This letter will also specify any previous notifications to the Governing Board of the Charter School and whether and how any specific concerns have previously been addressed.

Appendix G:

K-12 Options Survey Results

K-12 Options Survey

1. Do you have a child or children that attend a school in Spokane Public Schools?		
Answer Options	Response Percent	Response Count
Yes	51.2%	153
No	48.8%	146
<i>answered question</i>		299
<i>skipped question</i>		3

2. What grade(s) is/are your child or children currently enrolled? (Click all that apply)		
Answer Options	Response Percent	Response Count
K	23.7%	40
1	13.6%	23
2	13.0%	22
3	11.2%	19
4	10.1%	17
5	12.4%	21
6	11.8%	20
7	15.4%	26
8	9.5%	16
9	11.8%	20
10	8.3%	14
11	10.1%	17
12	14.8%	25
<i>answered question</i>		169
<i>skipped question</i>		133

3. Does Cambridge / I.B. sound like a program that would be beneficial for students that attend Spokane Public Schools?		
Answer Options	Response Percent	Response Count
Yes	76.8%	172
No	23.2%	52
<i>answered question</i>		224
<i>skipped question</i>		78

4. Is Cambridge / I.B. a program you would be interested in for your child/children?		
Answer Options	Response Percent	Response Count
Yes	62.1%	123
No	37.9%	75
<i>answered question</i>		198
<i>skipped question</i>		104

5. Please rank from 1 to 5 your interest in Cambridge/I.B.		
Answer Options	Response Percent	Response Count
1 (Not interested)	22.0%	48
2	8.7%	19
3 (Somewhat)	22.5%	49
4	23.9%	52
5 (Highly interested)	22.9%	50
<i>answered question</i>		218
<i>skipped question</i>		84

6. Would you be willing to transport your child to the school where the Cambridge/I.B. program is located?		
Answer Options	Response Percent	Response Count
Yes	54.5%	109
No	45.5%	91
<i>answered question</i>		200
<i>skipped question</i>		102

7. Additional comments?	
Answer Options	Response Count
	51
<i>answered question</i>	51
<i>skipped question</i>	251

8. Does Dual Language sound like a program that would be beneficial for students that attend Spokane Public Schools?

Answer Options	Response Percent	Response Count
Yes	80.2%	166
No	19.8%	41
<i>answered question</i>		207
<i>skipped question</i>		95

9. Would you be interested in enrolling your child in a Dual Language program in Spokane Schools with the understanding that it would be a K-6 commitment?

Answer Options	Response Percent	Response Count
Yes	63.7%	121
No	36.3%	69
<i>answered question</i>		190
<i>skipped question</i>		112

10. If a Dual Language program were to be offered, which language(s) would you like to see offered? Please rank in order of interest the language(s) you would like to see in a Dual Language setting (1 being the most interested).

Answer Options	1	2	3	4	5	6	Rating Average	Response Count
Mandarin	27	50	31	18	25	17	3.09	168
Spanish	125	26	9	2	3	3	1.46	168
Japanese	3	35	57	50	16	7	3.37	168
French	4	37	25	50	36	16	3.74	168
German	4	7	31	25	63	38	4.49	168
Arabic	5	13	15	23	25	87	4.85	168
<i>answered question</i>								168
<i>skipped question</i>								134

11. Are there any additional languages you would like to see in a Dual language program?

Answer Options	Response Count
	50
<i>answered question</i>	50
<i>skipped question</i>	252

12. Would you be willing to transport your child to the school where the Dual Language program is located?

Answer Options	Response Percent	Response Count
Yes	59.3%	108
No	40.7%	74
<i>answered question</i>		182
<i>skipped question</i>		120

13. Additional comments?

Answer Options	Response Count
	36
<i>answered question</i>	36
<i>skipped question</i>	266

14. Does Early College in the H.S. models sound like a program that would be beneficial to students that attend Spokane Public Schools?

Answer Options	Response Percent	Response Count
Yes	84.1%	169
No	15.9%	32
<i>answered question</i>		201
<i>skipped question</i>		101

15. Is Early College in the H.S. models a program you would be interested in for your child/children?

Answer Options	Response Percent	Response Count
Yes	76.5%	143
No	23.5%	44
<i>answered question</i>		187
<i>skipped question</i>		115

16. Please rank from 1 to 5 please your interest in Early College in the H.S. models.

Answer Options	Response Percent	Response Count	
1 (Not interested)	10.7%	21	
2	7.1%	14	
3 (Somewhat)	19.9%	39	
4	21.9%	43	
5 (Highly interested)	40.3%	79	
<i>answered question</i>			196
<i>skipped question</i>			106

17. Would you be willing to transport your child to the school where the Early College in High School Model is located?

Answer Options	Response Percent	Response Count	
Yes	65.4%	121	
No	34.6%	64	
<i>answered question</i>			185
<i>skipped question</i>			117

18. Additional comments?

Answer Options	Response Count
	40
<i>answered question</i>	40
<i>skipped question</i>	262

19. Does Core Knowledge sound like a program that would be beneficial to students that attend Spokane Public Schools?

Answer Options	Response Percent	Response Count	
Yes	58.1%	111	
No	41.9%	80	
<i>answered question</i>			191
<i>skipped question</i>			111

20. Is Core Knowledge a program you would be interested in for your child/children?

Answer Options	Response Percent	Response Count
Yes	50.6%	90
No	49.4%	88
<i>answered question</i>		178
<i>skipped question</i>		124

21. Please rank from 1 to 5 please your interest in Core Knowledge.

Answer Options	Response Percent	Response Count
1 (Not interested)	34.0%	64
2	11.7%	22
3 (Somewhat)	23.4%	44
4	19.1%	36
5 (Highly interested)	11.7%	22
<i>answered question</i>		188
<i>skipped question</i>		114

22. Would you be willing to transport your child to the school where the Core Knowledge program is located?

Answer Options	Response Percent	Response Count
Yes	32.6%	57
No	67.4%	118
<i>answered question</i>		175
<i>skipped question</i>		127

23. Additional comments?	
Answer Options	Response Count
	33
<i>answered question</i>	33
<i>skipped question</i>	269

24. Does Blended Learning sound like a program that would be beneficial to students that attend Spokane Public Schools?		
Answer Options	Response Percent	Response Count
Yes	70.9%	134
No	29.1%	55
	<i>answered question</i>	189
	<i>skipped question</i>	113

25. Is Blended Learning a program you would be interested in for your child/children?		
Answer Options	Response Percent	Response Count
Yes	53.1%	93
No	46.9%	82
	<i>answered question</i>	175
	<i>skipped question</i>	127

26. Please rank from 1 to 5 please your interest in Blended Learning.		
Answer Options	Response Percent	Response Count
1 (Not interested)	28.7%	54
2	12.2%	23
3 (Somewhat)	24.5%	46
4	17.0%	32
5 (Highly interested)	17.6%	33
	<i>answered question</i>	188
	<i>skipped question</i>	114

27. Would you be willing to transport your child to the school where the Blended Learning program is located?

Answer Options	Response Percent	Response Count
Yes	39.9%	69
No	60.1%	104
<i>answered question</i>		173
<i>skipped question</i>		129

28. Additional comments?

Answer Options	Response Count	
	41	
<i>answered question</i>		41
<i>skipped question</i>		261

Appendix H:

Spokane Public Schools

K-12 Options Committee

K-12 Options Committee

Cambridge / I.B. _____	Pg. 1
Charter Management Organizations _____	Pg. 2
Dual Language _____	Pg. 3
Early College in the H.S. Models _____	Pg. 4
Core Knowledge _____	Pg. 5
Blended Learning/Project Based Learning _____	Pg. 6
Portfolio District Approach: Spring Branch Texas _____	Pg. 7
Other Ideas, 2015 Bond Planning and 2012 Tech Bond Planning _____	Pg. 8

Subcommittee: Cambridge / I.B.

Topic: Cambridge and International Baccalaureate are programs that are increasingly gaining popularity in the United States. Unlike Advanced Placement, each of these programs has early elementary, upper elementary, middle school, and early high school curriculum available. There are course syllabi, scope and sequenced curriculum, and internationally benchmarked assessments to track student progress through the curriculum. Many school districts have gone to IB at one or more sites because there is an IB diploma that is incredibly difficult to obtain and is seen by college as being extremely rigorous. The College Board is responding with its own “diploma” an AP/Cambridge Credential Program that is currently being piloted around the world at 20 high schools (including North Central). This committee will examine the differences between Cambridge and IB and will bring back recommendations to the larger steering team for next steps.

Possible questions we will explore: Are either of these programs worth pursuing further? Is it financially feasible to pursue this? Would we be interested in elementary, middle, and/or high school curricula? How would this play out in our city if we could only afford to have these programs in certain schools? What are the implications of not pursuing this with St. George’s moving towards a full IB program?

Possible target grades: K- 12

Facilitator(s): Steven Gering

Meeting Dates, times and location: March 18th, 3:00 - 5:00 pm, Libby Rm. 215
April 15th, 3:00 - 5:00 pm, Libby Rm. 215

Subcommittee membership/interest:

Lori Wyborney	Lisa Mattson	Sue Chapin
Wendy Watson	Molly Rubens	Kimberly Stretch
Christine Lynch	Stefanie Heinen	Jessica Everman

Subcommittee Task: Report back to K-12 Options Committee April 22nd with recommendations (if any)

Date	Time	Location	Content Area
March 18th	3:00 pm	Libby Rm. 215	Cambridge/I.B.
March 28 th	3:00 pm	Libby Rm. 214	Early College in H.S. Model
April 15th	3:00 pm	Libby Rm. 215	Cambridge/I.B.
April 17 th	3:00 pm	Libby Rm. 158B	Dual Language
April 18 th	3:00 pm	Libby Rm. 158B	Core Knowledge
April 22nd	4:30 pm	Libby TBD	Full K-12 Options Committee
April 23 rd	3:00 pm	Libby Rm. 215	Charter Management Organization
April 25 th	3:00 pm	Libby Rm. 215	Early College in H.S. Model
April 30 th	3:00 pm	Libby Rm. 215	Charter Management Organization
May 6 th	3:00 pm	Libby Rm. 215	Blended Learning/Project Based Learning
May 13 th	3:00 pm	Libby Rm. 215	Dual Language
May 16 th	3:00 pm	Libby Rm. 215	Core Knowledge
May 20-23		Texas	Spring Branch
May 21 st	3:00 pm	Libby Rm. 215	Blended Learning/Project Based Learning
May 30th	4:30 pm	Libby Rm. 210-213	Full K-12 Options Committee

Subcommittee: Charter Management Organizations

Topic: Charter Management Organizations (CMOs) are non-profits that operate multiple charter schools as well as launch new ones. Individual CMOs have quickly become some of the biggest names in public education. With the recent passage of the charter school law in the state of Washington, the question has been raised if any of these CMOs might be interested in coming to the state of Washington. The task of this subcommittee is to explore some of the most successful CMOS in the United States (Rocketship, Green Dot, KIPP, YesPrep, Aspire, and Summit) and see if any of these CMOs interest our school district and/or if we can learn anything about what has fueled their success with students.

Possible questions we will explore: Are any of these models interesting to us and if so what intrigues us about these? Would we be possibly interested in working with any of these organizations or learning more about any of these CMOs in the future? Can the work over the past decade by these CMOs influence any of our school improvement efforts in the future?

Possible target grades: K- 12

Facilitator(s): Steven Gering

Meeting Dates, times and location: April 23rd, 3:00 - 5:00 pm, Libby Rm. 215
April 30th, 3:00 - 5:00 pm, Libby Rm. 215

Subcommittee membership/interest:

Mary Weber	Kristin Whiteaker	Sue Chapin
Lisa Mattson	Jenny Rose	Cindy McMahon
Gwen Harris	Jon Swett	Sammy Anderson
Matthew Henshaw	Matt Truitt	Suzanne Smith
Irene Gonzales	Kim Halcro	Mike Malsam
Brenda McDonald	Kevin Foster	Janice Erickson
Deanna Dashiell	Lisa Pacheco	Karen Cloninger

Subcommittee Task: Report back to K-12 Options Committee May 30th with recommendations (if any)

Date	Time	Location	Content Area
March 18 th	3:00 pm	Libby Rm. 215	Cambridge/I.B.
March 28 th	3:00 pm	Libby Rm. 214	Early College in H.S. Model
April 15 th	3:00 pm	Libby Rm. 215	Cambridge/I.B.
April 17 th	3:00 pm	Libby Rm. 158B	Dual Language
April 18 th	3:00 pm	Libby Rm. 158B	Core Knowledge
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April 23rd	3:00 pm	Libby Rm. 215	Charter Management Organization
April 25 th	3:00 pm	Libby Rm. 215	Early College in H.S. Model
April 30th	3:00 pm	Libby Rm. 215	Charter Management Organization
May 6 th	3:00 pm	Libby Rm. 215	Blended Learning/Project Based Learning
May 13 th	3:00 pm	Libby Rm. 215	Dual Language
May 16 th	3:00 pm	Libby Rm. 215	Core Knowledge
May 20-23		Texas	Spring Branch
May 21 st	3:00 pm	Libby Rm. 215	Blended Learning/Project Based Learning
May 30th	4:30 pm	Libby Rm. 210-213	Full K-12 Options Committee

Subcommittee: Dual Language

Topic: Dual Language Programs can play out in many ways. Typically these programs target elementary and/or middle school students and they introduce a portion of the instruction to students in a targeted language (e.g. Spanish or Mandarin). These programs could be school-wide or they could be in targeted classrooms inside a school. They have become more popular in recent years as people have pushed to find a way to get younger students exposed to multiple languages when they are more receptive to language development in their early years of learning.

Possible questions we will explore: Is this a viable model for our school district? What does the data and research say about dual-language schools and what are the implications for us? What is the current capacity of our existing teaching staff to pull off a dual language program and what are the implications of this?

Possible target grades: K- 6 or K-8

Facilitator(s): Irene Gonzales and Nancy Hough

Meeting Dates, times and location: April 17th, 3:00 - 5:00 pm, Libby Rm. 158B
May 13th, 3:00 - 5:00 pm, Libby Rm. 215

Subcommittee membership/interest:

Sue Chapin	Nancy Hough	Kim Halcro
Lauren Apfelbaum	Angela Johnstone	Steve Fisk
Bev Lund	Tamara Yarde	Stefanie Heinen
Lisa Pacheco	Deanna Dashiell	Deana Brower

Subcommittee Task: Report back to K-12 Options Committee May 30th with recommendations (if any)

Date	Time	Location	Content Area
March 18 th	3:00 pm	Libby Rm. 215	Cambridge/I.B.
March 28 th	3:00 pm	Libby Rm. 214	Early College in H.S. Model
April 15 th	3:00 pm	Libby Rm. 215	Cambridge/I.B.
April 17th	3:00 pm	Libby Rm. 158B	Dual Language
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April 23 rd	3:00 pm	Libby Rm. 215	Charter Management Organization
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April 30 th	3:00 pm	Libby Rm. 215	Charter Management Organization
May 6 th	3:00 pm	Libby Rm. 215	Blended Learning/Project Based Learning
May 13th	3:00 pm	Libby Rm. 215	Dual Language
May 16 th	3:00 pm	Libby Rm. 215	Core Knowledge
May 20-23		Texas	Spring Branch
May 21 st	3:00 pm	Libby Rm. 215	Blended Learning/Project Based Learning
May 30th	4:30 pm	Libby Rm. 210-213	Full K-12 Options Committee

Subcommittee: Early College in the H.S. Models

Topic: Early College in the H.S. models blend high school and college in a rigorous yet supportive program compressing the time it takes to complete a high school diploma and the first two years of college. The theory behind these programs is that enabling high school students to experience real college coursework is one of the best ways to prepare them for college success. We have been approached by SFCC with the idea of possibly exploring an early college high school model in a joint venture. This group will research these models and bring back recommendations for future action to the larger group.

Possible questions we will explore: Do we want to pursue this? If so, in what type of model? What does the research say on dual enrollment and what would we need to pay attention to as part of our design?

Possible target grades: 7-12, H.S.

Facilitator(s): Wendy Watson, Melissa Pettey, Steven Gering

Meeting Dates, times and location: March 28th, 3:00 - 5:00 pm, Libby Rm. 214
April 25th, 3:00 - 5:00 pm, Libby Rm. 215

Subcommittee membership/interest:

Wendy Watson	Lisa White	Will Sarett
Lisa Mattson	Eric Sylling	Jon Swett
Molly Rubens	Lori Wyborney	Christine Lynch
Marty Robinette	Stefanie Heinen	Steve Fisk

Subcommittee Task: Report back to K-12 Options Committee May 30th with recommendations (if any)

Date	Time	Location	Content Area
March 18 th	3:00 pm	Libby Rm. 215	Cambridge/I.B.
March 28th	3:00 pm	Libby Rm. 214	Early College in H.S. Model
April 15 th	3:00 pm	Libby Rm. 215	Cambridge/I.B.
April 17 th	3:00 pm	Libby Rm. 158B	Dual Language
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April 23 rd	3:00 pm	Libby Rm. 215	Charter Management Organization
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April 30 th	3:00 pm	Libby Rm. 215	Charter Management Organization
May 6 th	3:00 pm	Libby Rm. 215	Blended Learning/Project Based Learning
May 13 th	3:00 pm	Libby Rm. 215	Dual Language
May 16 th	3:00 pm	Libby Rm. 215	Core Knowledge
May 20-23		Texas	Spring Branch
May 21 st	3:00 pm	Libby Rm. 215	Blended Learning/Project Based Learning
May 30th	4:30 pm	Libby Rm. 210-213	Full K-12 Options Committee

Subcommittee: Core Knowledge

Topic: The Core Knowledge Foundation has recently released its K-8 curriculum free of charge as part of its efforts to support the Common Core State Standards. The city of New York has used the Core Knowledge curriculum in 20 urban New York City schools and has seen some impressive results (especially for early learners K-3). As a result, the state of New York recently awarded the Core Knowledge Foundation a multi- million dollar contract to produce a pre-K through second grade ELA curriculum aligned to the CCSS. One blogger wrote this, “For the first time in almost half a century, education administrators and policymakers around the country are seriously discussing the role of content-based curriculum in raising student achievement.” This group will explore the new Core Knowledge K-2 curriculum about to be released any day and the entire K-8 sequence and discuss if this has any role in the future of Spokane Public Schools?

Possible questions we will explore: What does the research show about Core Knowledge schools? What are the strengths and weaknesses of this approach? Do we want to pursue this any further and if so in what capacity? What is the curriculum scope and sequence of this program? What is the relationship of knowledge and its connection to reading and the development of schema?

Possible target grades: K- 8

Facilitator(s): Shelley Redinger and Steven Gering

Meeting Dates, times and location: April 18th, 3:00 - 5:00 pm, Libby Rm. 158B
 May 16th, 3:00 - 5:00 pm, Libby Rm. 215

Subcommittee membership/interest:

Rocky Treppiedi	Mary Weber	Brenda McDonald
Erin Jordan	Irene Gonzales	Molly Bozo
Julia Lockwood	Kimberly Stretch	Stefanie Heinen
Steve Fisk	Janice Erickson	

Subcommittee Task: Report back to K-12 Options Committee May 30th with recommendations (if any)

Date	Time	Location	Content Area
March 18 th	3:00 pm	Libby Rm. 215	Cambridge/I.B.
March 28 th	3:00 pm	Libby Rm. 214	Early College in H.S. Model
April 15 th	3:00 pm	Libby Rm. 215	Cambridge/I.B.
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May 30th	4:30 pm	Libby Rm. 210-213	Full K-12 Options Committee

Subcommittee: Blended Learning/Project Based Learning

Topic: There are a number of initiatives across the country focusing on blended learning and project based learning. For example, this paper <http://net.educause.edu/ir/library/pdf/NG1232.pdf> focuses on some of the most innovative blended learning models currently being employed across the United States. Project based learning may or may not use a blended learning model and is also expanding as a public choice option. This group will explore some of the models currently under development across the U.S. and will make recommendations about any future direction in this area.

Possible questions we will explore: What is blended learning and what models are currently being used? What are some of the most successful project based learning approaches across the United States and what might we learn from these? What is the research say about these different approaches and what are our next steps?

Possible target grades: Secondary

Facilitator(s): TBD

Meeting Dates, times and location: May 6th, 3:00 - 5:00 pm, Libby Rm. 215
May 21st, 3:00 - 5:00 pm, Libby Rm. 215

Subcommittee membership/interest:

Cindy McMahon	Melinda Keberle	Gwen Harris
Lisa Mattson	Will Sarett	Jon Swett
Eric Sylling	Brenda McDonald	Suzanne Smith
Kevin Foster	Steve Fisk	Ethel Kellogg
Kristin Whiteaker		

Subcommittee Task: Report back to K-12 Options Committee May 30th with recommendations (if any)

Date	Time	Location	Content Area
March 18 th	3:00 pm	Libby Rm. 215	Cambridge/I.B.
March 28 th	3:00 pm	Libby Rm. 214	Early College in H.S. Model
April 15 th	3:00 pm	Libby Rm. 215	Cambridge/I.B.
April 17 th	3:00 pm	Libby Rm. 158B	Dual Language
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May 6th	3:00 pm	Libby Rm. 215	Blended Learning/Project Based Learning
May 13 th	3:00 pm	Libby Rm. 215	Dual Language
May 16 th	3:00 pm	Libby Rm. 215	Core Knowledge
May 20-23		Texas	Spring Branch
May 21st	3:00 pm	Libby Rm. 215	Blended Learning/Project Based Learning
May 30th	4:30 pm	Libby Rm. 210-213	Full K-12 Options Committee

Subcommittee: Portfolio District Approach: Spring Branch Texas, May 20-23

Topic: We might have the possibility of visiting a similar size school district who is using a portfolio strategy (http://www.crpe.org/sites/default/files/Brief_PSDP_Strategy_June2012.pdf). If we receive the money from an outside donor to visit the Spring Branch School District, the team would be able to see what a portfolio district looks like in action. We will also be able to visit a KIPP school, a YesPrep school and with district officials.

Possible questions we will explore: What did they learn as a district on the journey towards a portfolio school district? What are the challenges of creating a portfolio district? Strengths? How has the portfolio approach affected the district since it was launched as part of the strategic plan?

Meeting Dates, times and location: May 20th through 23rd

Subcommittee membership/interest:

Cindy McMahon	Melinda Keberle	Mary Weber
Matthew Henshaw	Sue Chapin	Jenny Rose
Sammy Anderson	Brenda McDonald	Steven Gering
Carole Meyer	Karen Cloninger	Gwen Harris

Date	Time	Location	Content Area
March 18 th	3:00 pm	Libby Rm. 215	Cambridge/I.B.
March 28 th	3:00 pm	Libby Rm. 214	Early College in H.S. Model
April 15 th	3:00 pm	Libby Rm. 215	Cambridge/I.B.
April 17 th	3:00 pm	Libby Rm. 158B	Dual Language
April 18 th	3:00 pm	Libby Rm. 158B	Core Knowledge
April 22nd	4:30 pm	Libby TBD	Full K-12 Options Committee
April 23 rd	3:00 pm	Libby Rm. 215	Charter Management Organization
April 25 th	3:00 pm	Libby Rm. 215	Early College in H.S. Model
April 30 th	3:00 pm	Libby Rm. 215	Charter Management Organization
May 6 th	3:00 pm	Libby Rm. 215	Blended Learning/Project Based Learning
May 13 th	3:00 pm	Libby Rm. 215	Dual Language
May 16 th	3:00 pm	Libby Rm. 215	Core Knowledge
May 20-23		Texas	Spring Branch
May 21 st	3:00 pm	Libby Rm. 215	Blended Learning/Project Based Learning
May 30th	4:30 pm	Libby Rm. 210-213	Full K-12 Options Committee

Subcommittee: Other Ideas

Topic: Are these other ideas that you are interested in exploring in more depth? The previous categories of programs are intended to be a starting point. If you have another idea of a magnet program that you would want to be part of future discussions please send them to Rhea Warren for inclusion as future consideration.

Magnet:

- The Arts – Eric Sylling, Stefanie Heinen

- S.T.E.M. – Kimberly Stretch, Christine Lynch, Stefanie Heinen, Gwen Harris, Steve Fisk
- College in the H.S.

Lisa Mattson

Subcommittee: 2015 Bond Planning

Topic: We are just beginning the process of looking at the 2015 Capital Project bond. As part of our process we will be making recommendations to the school board about how to best use our potential bond dollars to support our facilities. Obviously the bond dollars will be used to renovate existing schools, potentially build new schools, and to possibly support some of our choice programs. Dates have not yet been selected for this yet but if you are interested in actively participating in conversations about the 2015 bond planning please let us know.

Facilitator(s): Greg Brown, Steven Gering, Mark Anderson

Christine Lynch

Lisa Mattson

Subcommittee: 2012 Tech Bond Planning (Technology Strategic Planning)

Topic: We are beginning the process of looking at the needs for the 2015 Technology Bond. As a part of this work we will develop a Technology Strategic Plan to guide our Tech Bond recommendations to the school board. This Technology Strategic Plan will provide a district roadmap for the future as we continue to move our schools toward a 21st century learning environment. Considerations involve classroom/curriculum technology integration, student-centered technologies/access, 21st century teacher tools, technology infrastructure, and the technology needs of other staff members in our buildings.

Facilitator(s): Kristin Whiteaker and Clay Gehring

Subcommittee: Grading Procedures

Topic: TBD

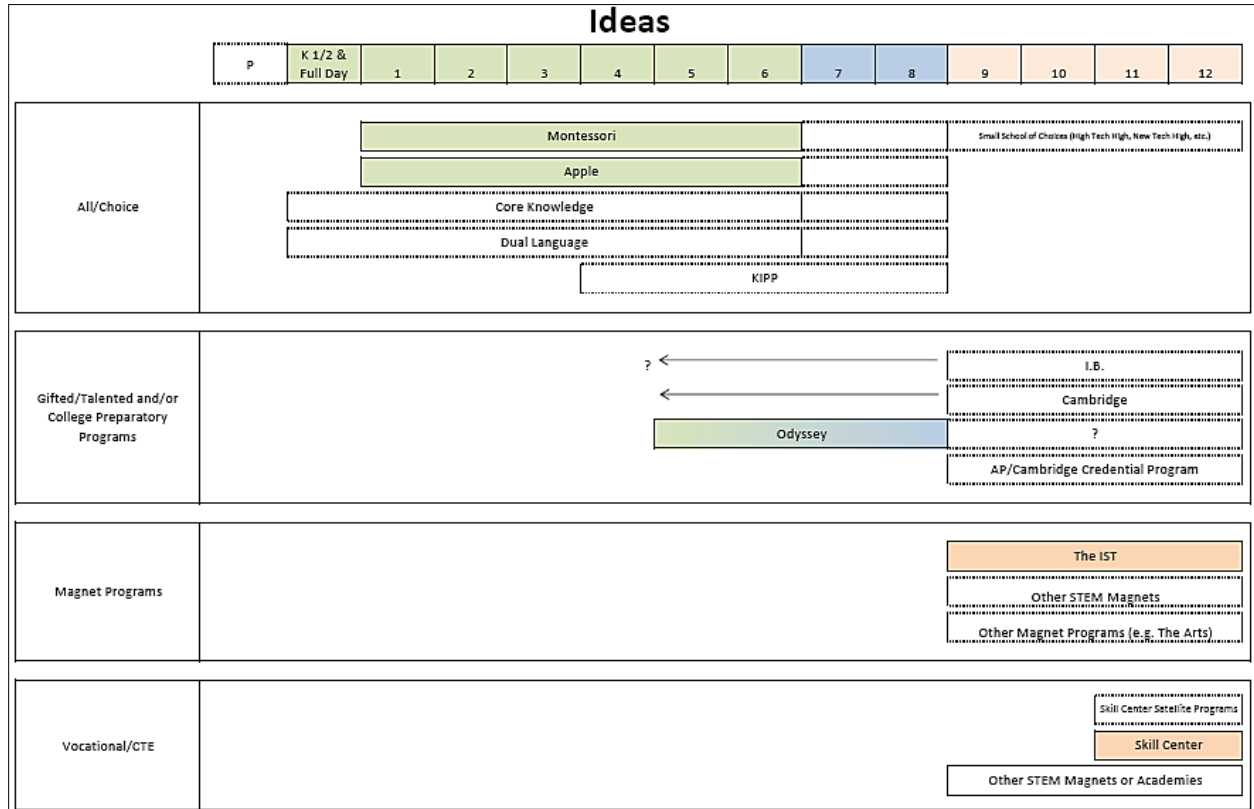
Facilitator(s): TBD

Cindy McMahon

Rob Archer

Sammy Anderson

Current Programs													
	K/1/2 & Full Day	1	2	3	4	5	6	7	8	9	10	11	12
All	Elementary Schools						Middle Schools		Comprehensive High Schools				
Gifted/Talented	Tessera				Odyssey								
All/Choice	Montessori						Apple		The Community School		The Community School		
							Sprint		Spokane Virtual Learning				
Vocational/CTE									Skill Center		I-CAN		
Credit Retrieval/A.L.E											On-Track		
											C-TAP		
											Gateway to College		
Special Populations/Behavior Interventions	Family Connections						M.S. Alternative MSA		Choice Program BI		Bancroft H.S.		
											Choice Program Transition		
Home School	The Enrichment Cooperative												
Magnet Programs									The IST				



Appendix I:

Spokane School Board Resolution

December 12, 2012

SPOKANE SCHOOL DISTRICT No. 81

Resolution No. 2012-30

**A BOARD RESOLUTION TO ENDORSE STAFF EXPLORATION OF
BECOMING AN AUTHORIZER OF CHARTER SCHOOLS**

WHEREAS, the Board of Directors of Spokane School District No. 81 endorses staff exploration of becoming an authorizer of Charter Schools; and

WHEREAS, these issues require the dedication of District resources as well as input from stakeholders including professional educators, board members, students, parents, and various representatives from the community;

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of Spokane School District No. 81 that staff will explore and provide recommendations to the School Board by February 6, 2013.

Adopted this 12th day of December, 2012 in Spokane, Washington.

MEMBERS, BOARD OF DIRECTORS











Attest:


Secretary, Board of Directors

VI. STATEMENT OF ASSURANCES (WAC 180-19-030(4))

APRIL 2013

Spokane Public Schools seeks to serve as an authorizer in fulfillment
(School District)

of the expectations, spirit and intent of chapter 28A.710 RCW, and if approved as an authorizer it will:

- Seek opportunities for authorizer professional development, and assure that personnel with significant responsibilities for authorizing and oversight of charter schools will participate in any authorizer training provided or required by the state;
- Provide public accountability and transparency in all matters concerning charter authorizing practices, decisions, and expenditures;
- Solicit applications for both new charter schools and conversion charter schools, while appropriately distinguishing the two types of charter schools in proposal requirements and evaluation criteria;
- Ensure that any charter school it oversees shall have a fully independent governing board and exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budget, personnel and educational programs;
- Ensure that any contract it may execute with the governing board of an approved charter school under RCW 28A.710.160 provides that the school will provide educational services to students with disabilities, students who are limited English proficient, and any other special populations of students as required by state and federal laws;
- Include in any charter contract it may execute with the governing board of an approved charter school, in accordance with RCW 28A.710.160(2), educational services that at a minimum meet the basic education standards set forth in RCW 28A.150.220.

Susan Chapin Vice president - Board
Signature Title

Susan Chapin
Printed Name

6/28/2013
Date

6/28/13

Teaching & Learning Services
200 North Bernard Street
Spokane, WA 99201-0206

phone (509) 354-7365
fax (509) 354-5965
www.spokaneschools.org



To: Washington State Board of Education

From: Spokane Public Schools

Subject: Board President Signature

Date: 6/28/2013

The Board President is in Washington DC at a conference and was not able to sign the Assurance Document. In his absence, Susan Chapin, the Board Vice President is signing on behalf of the Board President.

Susan Chapin board vice chair
6/28/13.