## Application Review Team Round 2 Agenda (Per Application Review):

5 MIN INTRODUCTIONS, OVERVIEW OF PROCESS, MEETING NORMS

10 MIN REVIEW SURVEY RESPONSES AND STRENGTHS

20 - 40 MIN FINALIZING ASSESSMENT OF APPLICATION QUALITY

5 MIN NEXT STEPS

* Superintendent recommendation by (Inset Date) and feedback loop with application review team
* Reminder of confidentiality

Meeting Goals

* Consider responses from the interview to finalize our assessment of whether and how the application meets or does not meet the application criteria.

Norms

* Listen to understand, practice candor
* Confidentiality (i.e. Please don’t disclose any ratings or application review team impressions outside of this meeting, nor share any materials)
* Align our discussion to the rubric
* Work through discomfort and disagreement
* Rely on what is written in the application and do not bring in outside experiences about a school, model or other
* Name our biases for ourselves and/or the group
* Will be explicitly calling on individuals for content expertise or if there is variability between scores

Reviewing Biases

* **Halo or Horn:** Assessing the application as either all high-quality or low quality – usually based on one aspect of the application.
* **Contrast Effect:** Comparing the application to your own expectations instead of those of the rubric.
* **Recency Effect:** Only focusing on recently discussed sections of the application instead of taking the entire application into consideration.
* **Easy Grader vs. Tough Grader:** Being overly harsh or overly generous with application of the rubric criteria.
* **Ecosystem Bias:** Evaluating the application based upon the impact it could have on other schools.
* **Potential vs. Actuality:** Assessing the applicant’s potential instead of what is actually written in the application.

**FINALIZING APPLICATION EVIDENCE**

WHAT WERE SOME STRENGTHS OF THE APPLICATION OR INTERVIEW?

|  |  |
| --- | --- |
| **Previously Identified Concern - Concern Addressed?** | **Application Section and Criteria**  |
| **1.** **Concern Addressed? (Yes/No/Unsure)** | **Title of App Section (page numbers)**Relevant application criteria |
| **2.** **Concern Addressed? (Yes/No/Unsure)** | **Title of App Section (page numbers)**Relevant application criteria |
| **3.** **Concern Addressed? (Yes/No/Unsure)** | **Title of App Section (page numbers)**Relevant application criteria |
| **4.** **Concern Addressed? (Yes/No/Unsure)** | **Title of App Section (page numbers)**Relevant application criteria |
| **5.** **Concern Addressed? (Yes/No/Unsure)** | **Title of App Section (page numbers)**Relevant application criteria |
| **6.** **Concern Addressed? (Yes/No/Unsure)** | **Title of App Section (page numbers)**Relevant application criteria |

**Next Steps**

* We will summarize the results of these two application review team meetings (including synthesizing your written evidence), develop school-specific conditions based on the identified concerns, and will **share it with the Superintendent**.
	+ This will incorporate applicant written responses to additional questions.
* Using this evidence, along with other inputs such as community feedback and other data (including enrollment viability), the Superintendent develops and submits a written recommendation to the Board on **(Insert Date)** to either approve or deny the application.
	+ If we determine that aspects of the evidence require clarification in support of this process, we may follow up with individual reviewers for clarification.
	+ The application review team’s work is confidential until the Superintendent publicly releases his recommendations.
* Board will vote on each application at their meeting on **(insert Date)**.

DEFINITION OF A CONDITION

* A condition is a discrete component of the application that must be improved or expanded upon. A condition must be: related to an item in the rubric, specific, time-bound, and reasonable for the school to accomplish prior to opening given demonstrated capacity.
* A condition cannot be to re-write an entire section of the application or to clarify concepts across the entire application. For example, asking a school to provide a schedule for curriculum development by December is more reasonable than asking a school to rewrite its entire education program section.
* New schools are held accountable to meeting conditions, which are evaluated by district staff against quality criteria. A new school must satisfactorily complete its conditions in order to open. **Failure to satisfy any of its conditions constitutes grounds for revocation of the conditional approval of a new school.**