Charter School of the Year Rubric

Category	0- Absent	1- Emerging	2- Effective	3- Exemplary
Culture of High Expectations The school… commits to high academic expectations for all students and holds all staff and students accountable to high academic expectations	The school lacks a commitment to high achievement for all students. The school **focuses on teaching** rather than student learning. The school **does not monitor** evidence of student learning and it **fails to respond** to its data.	The school's mission reflects high academic expectations for all students. The school has established goals and expectations for all students in at least reading, writing and math. The **school has begun to shift** its focus from teaching inputs to students' learning outcomes. However, the school **inconsistently monitors evidence** of student learning and **fails to utilize data effectively** for school improvement.	The school's mission and **day to day behaviors** reflects **high academic expectations** for all students. The school has established goals and high expectations for all students in **all content areas.** The school **has shifted its focus** from teaching inputs to student learning outcomes. The **school monitors evidence** of student learning to determine if sufficient progress is being achieved and holds staff and students accountable for student learning.	The school's mission and day to day behaviors reflects high academic expectations for all students that extend beyond graduation from the school. **All members** of the school community establish goals and create high expectations for student learning in all content areas, including **goals for closing achievement gaps**, when applicable. The focus of the school is student learning outcomes and data is monitored **frequently** to make adjustments to student outcomes. The school **staff and students hold themselves** accountable for student learning.
Performance Management The school… a) Implements a systematic process of monitoring the effectiveness of their academic program based on data b) Focuses on continuous improvement of the academic program	No record of school review of teacher or program effectiveness exists. Professional development is **infrequent** and available in response to **compliance activities** rather than focusing on curriculum, instruction, assessment and data analysis.	The school fails to fully address the alignment of **curriculum, instruction, assessment** and **professional development** in its continuous improvement plan. The **professional development** of teachers and staff are **based on individual teacher interests or requests** rather than a response to student needs or program enhancement needs identified by student	The school creates a continuous improvement plan that **incorporates curriculum, instruction, assessment and professional development** to respond to students' needs. Teachers and staff **annually review the implementation and effectiveness of the plan** utilizing student and school achievement data. Teachers actively participate in giving input on areas of institutional improvement. The **school**	The school creates a continuous improvement plan that is regularly monitored and aligns high expectations for student and staff learning, effective instructional strategies and data analysis to monitor effectiveness. **School leadership has developed a Professional Learning Community** where there are clearly established **expectations for teacher collaboration**; a focus on

		achievement data. Professional development is **primarily based on workshops; it does not include knowledge developed in collaborative teams and job embedded opportunities are not available**. Continuing education is not targeted to specific long-term institutional improvement.	**leadership values collaboration as a means of professional development,** encourages teachers to focus on student learning, and models the use of data driven decision making. **Teachers' professional development is based on identified needs** for instructional strategies, interventions or other program enhancements.	student learning rather than teaching; and a results orientation which **requires that teachers and staff monitor student achievement results**. School staff engages in program development and modifications based on internal and external evaluation of student and school outcomes. **Staff development** is based on valid and reliable research; it is frequently **job embedded** and **aligns to student achievement**

Highly Effective Teachers
The school…
  a) Hires and develops a cadre of highly effective educators who review student data, adjust instruction , and provide intervention when necessary
  b) Implements a systematic process of teacher evaluation
  c) Provides professional staff development that addresses needs identified by the school's formal and informal evaluation process
	Teacher effectiveness is **not reviewed** and evaluations **are not** conducted and/or **do not** include student achievement data. **No training** or **professional development** program **exists** to provide training in curriculum, instruction, assessment and data analysis.	**Teacher's effectiveness is reviewed**, but teachers are not consistently provided constructive feedback focused on improvement. Teachers **do not** engage in collaboration**;** teachers have **limited access** to professional development in curriculum, instruction, assessment or data analysis.	Teachers receive **formative** and **summative** evaluations that include **student achievement data** in the teacher's content area with the goal of **improving instruction**. Teachers participate in **collaborative** teams and receive professional development in the areas of curriculum, instruction, assessment and data analysis. Teachers have **access** to and frequently **utilize interventions** and **enrichment** for student learning.	Teachers receive formative and summative evaluations for the purpose of improving instruction. All evaluations include the use of student achievement data in the teacher's content area(s). Teachers **actively participate in at least one collaborative team** which focuses on identifying student outcomes, developing and using common assessments to drive instruction and work to **systematically** provide intervention or enrichment when needed for the purpose of increasing student achievement. Teachers are **trained** to **evaluate assessment data and respond appropriately** with the use of

				differentiation, intervention and enrichment
Community Partnerships The school… actively fosters collaboration with and solicits knowledge and skill of community entities and stakeholders to support student learning and achievement.	There is no evidence or artifacts to support collaboration with community entities and stakeholders.	The school leader **has identified** community members and stakeholders that he/she needs to begin communicating. The **leader understands the importance** of community involvement but has yet to actively engage community members and stakeholders	The school leader **regularly communicates** with community members and stakeholders. The school has **begun to develop** policies that encourage the community to support student achievement through donations of resources, and/or time, and/or expertise, **but not all**. The community is welcome at the school but **no specific purpose has been established**.	The school leader **actively communicates** with community members and stakeholders to **garner support** for the school's mission and vision. The school has **policies that encourage the community to support** student achievement through donations of resources, time, and expertise. Community members are **welcome and invited to support student learning** by creating opportunities for students to apply their learning in practical ways.
Governing Board Composition & Structure The Governing Board… ensures the board has a diverse set of skills and backgrounds adequate for effectively governing the school and has a clear and active structure of officers, members and committees.	The membership of the Board has **only a few members** who collectively **do not represent** the diverse set of skills and backgrounds needed to govern the school, and the Board **does not have a plan** for recruiting new members. Committees are not established or are non-functioning.	The membership of the Board consists of **at least 5 members**, representing **several** of the skill sets and backgrounds needed to govern the school, and the Board **understands** its future membership needs but **does not** have a **formal plan** for recruiting new members. Bylaws and board policies (to the extent existing) minimally address officers, members, and committees, and some roles are established but may not be fully functioning.	The membership of the Board consists of **at least 7 members**, representing the **broad cross section** of skill sets and backgrounds and the capacity needed to govern the school. The Board adheres to its **formal recruitment plan** that ensures the selection of **experienced** and **independent members** who will complement the existing skills sets of current members. Bylaws and board policies define roles of officers, members, and committees, and all are both established and functioning.	The membership of the Board consists of at least 7 members, representing the broad cross section of skill sets, backgrounds, capacity, and **diversity** needed to govern the school. The Board adheres to its formal recruitment plan that ensures the selection of experienced, **well-tested, well-oriented,** and independent members who are **aligned with the mission**, **act independently** from management, and complement the existing skills sets of current members. Bylaws and board policies

				thoroughly define roles of officers, members, and committees, and all are established and function effectively to **tactically** and **strategically plan business** of the board.
Teacher Retention Results The average percentage of teachers that are retained.	</=69%	70-79%	80-89%	90-100%
Student Re-enrollment Results The average percentage of student re-enrollment.	</=69%	70-79%	80-89%	90-100%
TOTAL SCORE				