Charter School Renewal Rubric

Introduction

This rubric is designed to be used by members of the charter school subcommittee of the District Accountability Committee. It's emphasis is more on the high-level evidence for considering a charter school renewal rather than the technical or specific. Evaluators should fill in the level of the rubric that matches the renewal application and then provide comments in the Strengths/Weaknesses column to clarify why the score was assigned.

Renewal Application Components

3. Vision and Mission

a. **Contractual Vision and Mission Statements**. The charter contract and original charter school application contain the school's vision and mission statements. Are these statements still accurate? If a revision is being proposed as a part of renewal, identify the proposed language and why the change is being requested.

b. **Key Design Elements**. Provide an overview of the school's design and explain if there have been any modifications since the last renewal. Describe the school's instructional methods, school culture, and any key design elements that are unique to the school. Briefly describe the research basis for these components and why they were selected for the school's student population.

3. Vision and Mission						
Benchmark	**Level 4: Exemplary level of development and implementation**	**Level 3: Fully functioning and operational level of implementation**	**Level 2: Partial implementation**	**Level 1: Low level or no evidence of development and implementation**	**Level**	**Strengths/Weaknesses**
The vision and mission statements reflect the school's purpose.	The vision and mission are clear driving forces for the school's leaders; the future course is clearly aligned with the vision and mission.	School leaders have sufficiently implemented the vision and mission and the future indicates continued successful implementation.	The vision and mission have changed somewhat or have little association with the work of the school leaders.	The vision and mission have drifted away from the original and has little meaning for the school's leaders.	4	Well written and concise
The school's key design elements align with the vision and mission.	The key design elements strongly support the vision and mission.	Key design elements provide further definition to the vision and mission.	Some, but not all, of the key design elements are aligned with the vision and mission.	Key design elements seem to contradict the vision and mission.	3	All programs support the M&V but don't have programs to support all the details of the M&V (very little S/E programming in elem., more in secondary)

4. Education Program

a. **Curriculum**. Explain how the curriculum is aligned, or is in the process of being aligned, to the Common Core standards. How does the school leader ensure what is being taught in the classroom aligns with the Common Core? Are any data points collected to monitor this?

4. Education Program						
Benchmark	Level 4: Exemplary level of development and implementation	Level 3: Fully functioning and operational level of implementation	Level 2: Partial implementation	Level 1: Low level or no evidence of development and implementation	Level	Strengths/Weaknesses
The curriculum is fully aligned to Common Core standards.	The curriculum is aligned with the Common Core standards and implemented with fidelity.	The curriculum is fully aligned to Common Core standards.	Parts of the curriculum are aligned to Common Core standards, but not all.	The curriculum is not aligned to Common Core standards.	3	Never addressed in any documentation I found. Later documents delivered shows curriculum in aligned
The school has achieved adequate levels of academic growth over the term of the charter.	The school has exceeded the state average (50th percentile) for growth in all academic areas and grades based on the Colorado Growth Model. The school has met adequate median growth percentiles in all academic areas and grades.	The school has met adequate median growth percentiles in all academic areas and grades.	The school has met adequate median growth percentiles in most academic areas and grades.	The school has not met adequate median growth percentiles in a significant number of academic areas and grades.	3	Growth is less than gifted magnet in district without IQ requirement and greater diversity
The school has achieved adequate levels of academic achievement over the term of the charter.	The school has high levels of student achievement in all academic areas and grades relative to the performance of other schools in the area.	The school has comparable levels of student achievement in all academic areas and grades relative to the performance of other schools in the area.	The school has comparable levels of student achievement in most academic areas and grades relative to the performance of other schools in the area.	The school has lower levels of student achievement in most academic areas and grades relative to the performance of other schools in the area.	4	Made adjustments to correct from poor performance year 2016-2017

SPF = 94%, Highest SAT in district, High AP scores, high CMAS scores, expected with IQ of 125 |

5. School Culture

a. **Student Discipline**. Describe any school wide recognition for positive behavior and its effectiveness in managing discipline issues. Provide discipline data that is available for the previous renewal period. Attach the school's discipline matrix that shows the types of behavior and the related consequence.

b. **Culture**. Explain key components of the school wide culture, including recognition for student academic achievement, extracurricular activities, clubs, or student leadership groups (National Honor Society, Student Council, etc.). They talk very briefly about clubs and leadership groups, they have some but unclear how many or how popular they are with the students.

5. School Culture						
Benchmark	**Level 4: Exemplary level of development and implementation**	**Level 3: Fully functioning and operational level of implementation**	**Level 2: Partial implementation**	**Level 1: Low level or no evidence of development and implementation**	**Level**	**Strengths/Weaknesses**
The school has a system in place to effectively handle discipline issues when they arise.	The school has a solid system in place and a commendable record of implementing the discipline policy.	The school has a system in place to effectively handle discipline issues when they arise.	There is a system in place, but it isn't always reliable and there are questions about pieces of the plan.	There have been some significant lapses in the discipline system that raise concern.	1	Documents provided have a tier system and follow district policy. However, issues of bullying, harassment, and favoritism continuing in the school. Is the discipline policy being followed? Hiring outside Title 9 coordinator and special investigation report contradict progresss
The school's culture recognizes student academic achievement.	The culturally strongly supports the recognition of student academic achievement in a myriad of ways.	A positive school culture exists that rewards student academic achievement.	There are some celebrations/traditions in place to honor student academic achievement, but very little.	Students get little or no recognition for academic achievement.	2	Have public notices and the Adroit Expo, but no section covers this and only acquire the info through detailed reading
A positive school culture exists in the school as evidenced quantitatively and qualitatively.	A multitude of evidence supports that the school has a positive school culture.	There is a positive school culture as evidenced in various ways.	A few measures of a positive school culture were included, but the veracity of their implementation is questionable.	There are almost no ways for school leaders to measure a positive school culture or no evidence was produced.	1	New points system (PBIS) started this year for secondary students, Parents mostly satisfied via parent survey, Secondary students are happy via survey Weakness – nothing stated besides Adroit to

| | | | | | | promote culture in Elementary. The discipline matrix didn't give us enough information. Clearly bullying, harassment, retaliation, and favoritism still occur in the school this fall. |

6. Leadership

a. **Administration**. Explain any administrative changes made since the last renewal. This would include both the lead administrator and any administrative staff changes. Are any changes anticipated in the next renewal period? What systems are in place to ensure stability within the administrative structure? Huge changes but having their Exec. Director step down. They are being very deliberate in hiring a new ED, process will begin in the spring

b. **Director/Principal**. Provide the resume of the current Principal as an attachment. In the narrative explain why this Principal was selected and a description of how the Principal was selected. As an attachment, provide the Principal evaluation instrument used by the board and the board policy for Principal evaluation. Further, either describe the succession plan or the board's policy for how the next Principal would be selected should there be a vacancy in the position. Full resumes for Principle and ass. Principle received in November, no details on why either were selected.

6. Leadership						
Benchmark	**Level 4: Exemplary level of development and implementation**	**Level 3: Fully functioning and operational level of implementation**	**Level 2: Partial implementation**	**Level 1: Low level or no evidence of development and implementation**	**Level**	**Strengths/Weaknesses**
The board has an established system to deal with administrator turnover.	The board has a solid plan in place to replace the school leader; the school has experienced little, if any turnover, during the contract term.	The board has a plan for administrator turnover that is comprehensive and effective.	A plan to replace the administrator exists, but it isn't complete or has questionable elements.	There have been several school leaders and the board doesn't have a plan for replacing the administrator.	2	S – Meetings monthly with BOD group, have policy for succession planning W – New and unproved administrator plans, no Exec. Director, uncertainty abounds
The school leader is sufficiently qualified to	The school leader has demonstrated strong leadership skills and is doing a remarkable	The school's leader is effective and has demonstrated leadership capabilities.	The school's leader is minimally qualified and may not have an	The school leader qualifications were not included or there are questions about	2	Hischke and Moeller have principal licensure, however only Moeller has GT endorsement

			administrator's license.	the administrator's capabilities.		
lead the school.	job of leading the school.					
The school leader is evaluated at least annually by the governing board.	The school leader's evaluation is aligned with the board's strategic plan and its goals and is in compliance with the Educator Effectiveness law.	The governing board uses an effective evaluation instrument, has policy for an annual review and demonstrated evidence that the annual evaluation was completed.	The board has policy to conduct an annual evaluation of the school leader, but not has not demonstrated that it has done so or there is a weak policy and/or instrument.	The board has not evaluated the school leader and there is no policy for doing so.	2	They have a new policy that the board evaluates the Principles twice a year. It is new and untested. No evaluation was submitted and no detailed evaluation criteria or rubric was supplied. Serious issues are still on going, is the board providing oversight to ensure school leaders addresses issues of harassment, bullying, favoritism, and retaliation.

7. Teacher Quality

a. **Instruction**. Describe any common instructional techniques used by the school. This could include the type of teaching method, differentiation, use of objectives, etc.

b. **Professional Development**. Explain any systems or structures in place to support teacher career advancement and provide any examples of teachers who have moved through the system. Doesn't appear well liked, see nothing about career advancement in school or to elsewhere

c. **Highly Qualified Teachers**. Provide the percentage of teachers that are highly qualified and an explanation of how the school plans to achieve and maintain a rate of 100% of its teachers meet the definition of highly qualified. (3 are not)

7. Teacher Quality						
Benchmark	Level 4: Exemplary level of development and implementation	Level 3: Fully functioning and operational level of implementation	Level 2: Partial implementation	Level 1: Low level or no evidence of development and implementation	Level	Strengths/Weaknesses
The school provides effective instruction for students.	The school leader ensures every instructional staff member is improving and diverse student academic needs are being addressed.	A variety of effective instructional methods are used, designed to address varied student learning needs.	Effective instructional practices are hit or miss and not sustainable or prioritized.	A comprehensive instructional plan was not described or it appears the plan has not been implemented at the classroom level.	2.5	High testing scores led us to believe teaching practices are strong but other than Adroit, not a lot is mentioned about instructional practices. The walk through showed interesting work and instructing, is this growing their students?
A comprehensive plan for professional	The PD plan is strong and comprehensive and is aligned to the	The PD plan is comprehensive and aligned with the	The PD plan exists, but it is weak and may not be aligned to the school's	There is not a PD plan with any substance.	2	Elementary staff are overwhelming not impressed with PD (Section O), The Focus

development exists that is aligned with instructional philosophies and the curriculum.	Educator Effectiveness law.	school's philosophy and curricula.	philosophies and curricula.			areas for this year are included in Section G
The school uses only Highly Qualified teachers.	The school's faculty is 100% Highly Qualified.	The school's faculty is either 100% HQ or else a sufficient plan is place.	Less than 85% of the school's faculty is HQ.	Less than 70% of the school's faculty is HQ.	3	Missing 3 teachers that aren't 100% HQ, but they are on their way

8. Management and Operations

a. **Growth Plan**. If the school is in a growth pattern, note the reason for growth and a timeline for achieving full capacity. If the school is not in a growth pattern, note "Not Applicable." Growing out the high school, all other grades are at capacity

b. **Business Operations**. Describe the business operations conducted at the school, including the job titles of individuals who serve in the various roles. Attach job descriptions for the key administrative positions. Missing job descriptions
If there is any other entity involved such as a CPA, business services contractor, management company, or financial planner. If an outside entity is used, include the resume or company description and a brief explanation of why that entity was selected and the general nature of the contract.

c. **Human Relations**. Explain which administrator is charged with handling HR functions for the school and his/her qualifications –See conflict information about who is the Title IV coordinator. A job description should be attached Missing!. How often are employees evaluated? Attach the employee handbook and any other employee policies that are relevant. Attach a sample employee agreement.

8. Management and Operations						
Benchmark	Level 4: Exemplary level of development and implementation	Level 3: Fully functioning and operational level of implementation	Level 2: Partial implementation	Level 1: Low level or no evidence of development and implementation	Level	Strengths/Weaknesses
The business staff/contractors are sufficiently qualified.	The business staff/contractors all have a strong record of success with the school and/or other entities.	The business staff/contractors are all sufficiently qualified for their defined roles.	The qualifications of business staff/contractors is sketchy and/or may not be suited to their defined role.	There are several concerns about the business staff/contractor's qualifications or roles.	4	Director of Operations and Finance has done it a long time and seems highly qualified
The HR administrator is well qualified .	The HR administrator is extremely	The HR administrator is	There are gaps in the HR		2	HR seems sufficiently qualified but She has no Title 9 training to be coordinator.

Benchmark					Level	Strengths/Weaknesses
	qualified and has demonstrated excellence.	sufficiently qualified.	administrator's qualifications.			
The staff handbook and employee agreement are in compliance with applicable laws.	The staff handbook and employee agreements are model best practice documents.	The staff handbook and employee agreements appear to be in compliance with applicable laws.	Some of the provisions in the staff handbook and/or employee agreements raise concern.	The staff handbook and employee agreements were not provided or they are weak or not in compliance.	3	Handbook is ok, missing the employee agreement. Employee agreement was submitted in November.

9. Finances

a. **Audit**. Attach the school's most recent financial audit.

b. **Budget**. Describe how the budget is developed, who is involved, the board's role, the timeline, and any policies the board uses for budget development. We have a budget but very little detail on how the 5 year budget is developed and what the time line is. I see no policies for budget development

c. **Policies and Procedures**. Attach any financial policies adopted by the board and any administrative procedures used by the school. Explain how these policies and procedures are periodically reviewed and undergo revisions. Very few policies, mostly centered on investments, not on day-to-day operations

9. Finances						
Benchmark	**Level 4: Exemplary level of development and implementation**	**Level 3: Fully functioning and operational level of implementation**	**Level 2: Partial implementation**	**Level 1: Low level or no evidence of development and implementation**	**Level**	**Strengths/Weaknesses**
The school has strong financial performance over the term of the charter.	For the term of the charter, the school has adhered to a balanced budget, built a substantial unrestricted reserve, had clean independent financial audits, and demonstrated strong financial practices and decision-making.	For most of the term of the charter, the school has adhered to a balanced budget, built an adequate unrestricted reserve, had clean independent financial audits, and demonstrated strong	For some of the term of the charter, the school has adhered to a balanced budget, built an unrestricted reserve, had clean independent financial audits, and demonstrated strong financial	For the term of the charter, the school has struggled to adhere to a balanced budget, built a substantial unrestricted reserve, had clean independent financial audits, and/or demonstrated strong financial practices and decision-making.	4 .	Seem like sound decisions have been made, meeting financial goals

		financial practices and decision-making.	practices and decision-making.			
The financial policies are comprehensive, practical and effective and implemented with fidelity.	It is very clear that the financial policies are implemented with integrity and fidelity and the school has a history of strong implementation.	The financial policies are comprehensive, practical and effective and are implemented with fidelity.	Financial policies are generally comprehensive, but are missing several key elements or the implementation has gaps.	Financial policies were not submitted or they are very weak, raising numerous questions about implementation.	1	Not enough policy to prevent fraud if Director of Operations and Finances ever leaves (she is a rock star), nothing on dollars of who can spend what, no checks and balances, no credit card policy -Only detailed policy on investments

10. Governance

a. **Governing Board**. Attach a completed board disclosure form for each board member. Identify the board members by officer position in the narrative. Further, explain how often the board meets, how they lead the school, how parents are involved, a description of board committees, and any other relevant information that would explain governance at the charter school. Attach a current copy of the board's policies.
Missing board disclosure, how BOD leads the school, how parents are involved
b. **Board Strategic Plan**. Attach the current board strategic plan. In the narrative, explain how often the board revisits the strategic plan, how it was originally developed, who is involved in updating the plan, and how the school's stakeholders receive information about the strategic plan.

10.Governance						
Benchmark	**Level 4: Exemplary level of development and implementation**	**Level 3: Fully functioning and operational level of implementation**	**Level 2: Partial implementation**	**Level 1: Low level or no evidence of development and implementation**	**Level**	**Strengths/Weaknesses**
Board members possess varied expertise and represent various constituencies.	The board has historically demonstrated strong expertise and leadership as evidence in multiple ways.	Board members possess varied expertise and represent various constituencies as detailed in the bylaws.	Most, but not all, of the board members have the expertise to serve on the board or there are open seats.	There has been little, if any board turnover or board members have not demonstrated sufficient training and expertise.	3	5 parents, 1 independent – can have up to 9, board members have a lot of industry experience no mention of teaching or education experience
The board uses an effective strategic plan to implement the vision and mission.	The board has demonstrated attainment of goals in the strategic plan and regularly communicates to its constituents about the strategic plan.	The board uses an effective strategic plan to implement the vision and mission.	The board has a strategic plan, but only uses it sporadically or it is of poor quality.	The board does not use a strategic plan.	3	New one is WAY more detailed than the previous, with a lot of action items. However, none of the goals seem to significantly touch on all the OCR issues of last year
The board has established necessary	Board policies are on the school's website and in the school	The board has written policies that are usable and	There are some board policies, but not enough,	The board does not have written policies or they are not	3	Policy handbook is available and accessible, many new policies on communications and

policies and communicates these to their constituents.	office and the board demonstrated they are regularly used and known by the board and school leaders.	readily accessible to constituents in the school office or on the website.	or they are not readily accessible for constituents.	codified in one document.		grievance, would like more oversight polices to oversee administration

11. Management Company or Education Service Provider (ESP), (if applicable)

a. **Performance Agreement**. Attach the current performance agreement and in the narrative note if there will be any changes for the agreement in the future.

b. **Human Resources**. Describe the company's employment policies, including hiring, retention and professional development. Also describe any succession planning, programs to train future leaders and any personnel involved in this process.

c. **Academic Performance**. Explain how the management company supports increased student achievement and holds itself to a high standard for academic excellence.

d. **Central Office Support**. Note how the company's central office supports the charter school, including functions it performs on behalf of the school and resources that are available. Explain how the management company supports the operational and financial success of the charter school.

e. **Decision Making**. Attach any decision making matrix in use. Describe how the school leader is recruited, selected and evaluated making note of the role of the management company and the governing board. Explain how instructional decisions are made and by whom.

11. Management Company (if applicable)						
Benchmark	**Level 4: Exemplary level of development and implementation**	**Level 3: Fully functioning and operational level of implementation**	**Level 2: Partial implementation**	**Level 1: Low level or no evidence of development and implementation**	**Level**	**Strengths/Weaknesses**
The ESP has a strong record of achieving satisfactory student academic achievement levels.	The ESP's track record is exemplary and this school's academic achievement levels also demonstrate success.	The ESP has a commendable record of achieving satisfactory student academic achievement levels.	The ESP's record of academic achievement is mixed or has gaps.	The ESP's track record of student academic achievement raises many questions about its effectiveness.		
The ESP central office sufficiently	The ESP has demonstrated support	The ESP central office sufficiently supports the school.	The ESP central office provides sufficient	The ESP central office does not provide contractual		

supports the school.	and flexibility for the school.		support most, but not all, of the time.	support or is not sufficiently meeting the school's needs.		
The governing board has clear decision-making authority.	The board demonstrates it's decision-making authority through written agreements, a decision-making flowchart or meeting minutes.	The governing board has clear decision-making authority.	The roles in decision-making are unclear or undefined.	The ESP makes most decisions on behalf of the governing board.		