

Charter School Renewal Rubric - Stargate 2018

Staff Group Rubric Submission

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	Additional Request
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.	3		
The school's key design elements align with the	The key design elements strongly support the vision and mission.	Key design elements provide further definition	Some, but not all, of the key design elements are	Key design elements seem to contradict the	3	Core values include diversity. How does Stargate compare to surrounding schools?	

vision and mission.		to the vision and mission.	aligned with the vision and mission.	vision and mission.			
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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							Additional Information
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	Additional Information
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.	1	There are only a few random mentions fo curriculum/standards throughout audit. Step up to writing, etc... There isn't a clear curriculum scope and sequence provided	
The school has achieved adequate levels of academic growth over the term of the charter.	The school has exceeded the state average (50 th 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	Based on these data, I would rate Stargate at Level 3 on this indicator. While the schools' students have demonstrated strong growth on almost all assessments in 2018, students' generally below average growth 2017 CMAS assessments and mixed growth on 2016 CMAS assessments does not provide sufficient evidence to merit a rating of Level 4.	
The school has achieved adequate levels of academic achievemen	The school has high levels of student achievement in all academic areas and grades relative to the	The school has comparable levels of student achievement in all academic areas and grades relative to the	The school has comparable levels of student achievement in most academic	The school has lower levels of student achievement in most academic areas and grades relative	1	Based on all these data, I would rate Stargate at Level 1 on this indicator, as Stargate has lower levels of student achievement in most academic areas and grades relative to the performance of	<u>Elementary ELA</u> In terms of the percentage of students scoring Met and Exceeded (%M&E) in 2016, 2017 and 2018,

<p>t over the term of the charter.</p>	<p>performance of other schools in the area.</p>	<p>performance of other schools in the area.</p>	<p>areas and grades relative to the performance of other schools in the area.</p>	<p>to the performance of other schools in the area.</p>		<p>other comparable schools in the area. It should be noted that those results were obtained by a student population with a lower percentage of FRL students than the comparable school in the area.</p>	<p>Stargate was outperformed by Hulstrom in grades 3-5 each year.</p> <p><u>Elementary Math</u> In terms of the percentage of students scoring Met and Exceeded (%M&E) in 2016, 2017 and 2018, Stargate was outperformed by Hulstrom in grades 3-5 each year.</p> <p><u>Elementary Science</u> In terms of the percentage of students scoring Met and Exceeded (%M&E) in 2016, 2017 and 2018, Stargate was outperformed by Hulstrom in grade 5 each year.</p> <p><u>Middle School ELA</u> In terms of the percentage of students scoring Met and Exceeded (%M&E) in 2017 and 2018, Stargate was outperformed by Hulstrom in grade 6-8 each year. In 2016,</p>
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							<p>Stargate was outperformed by Hulstrom in grades 7 and 8, but outperformed Hulstrom slightly in grade 6.</p> <p><u>Middle School Math</u> In terms of the percentage of students scoring Met and Exceeded (%M&E) in 2016, 2017 and 2018, Stargate was outperformed by Hulstrom in grade 6-8 each year.</p> <p><u>Middle School Science</u> In terms of the percentage of students scoring Met and Exceeded (%M&E) in 2016, 2017 and 2018, Stargate was outperformed by Hulstrom in grade 8 each year.</p>
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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.).

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	Additional Requests
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	Prevention and discipline model has been inconsistent and at times, even harmful. The tiered discipline matrix submitted seems geared toward secondary. Might you differentiate for different ages / levels? It is unclear where SEL / prevention skills are taught and using what model / methods.	
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.	3	The plan recognizes the need for greater diversity but little to nothing about how non english speaking families are or will be engaged	
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	Little evidence of attention to school climate and culture until the public difficulties of last year.	The surveys in section O would be more useful if they were normed against standard models and able to be cross-correlated by areas to compare perspectives of students, staff and parents on like issues. Would also be helpful to use short-cycle

							measures rather than annual surveys only. .
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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?

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.

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	Additional Requests
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	The process described in Section Q of application is unclear. It refers to a replacement process for departing administrators, but does not describe which positions it considers an "administrator". Unsure if this applies to AP's, Deans, or similar assistant administrators.	
The school leader is sufficiently qualified to lead the school.	The school leader has demonstrated strong leadership skills and is doing a remarkable job of leading the school.	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	1-No single leader at this point to rate.	The two current leaders appear committed to the school but both will benefit from more experience, training, and the guidance and leadership of an	

			administrator's license.	about the administrator's capabilities.		experienced executive director.	
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.	1-No single leader at this point to rate.		

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.

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.

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	Additional Requests
The school provides effective instruction for students.	The school leader ensures every instructional staff member is improving and diverse student	A variety of effective instructional methods are used, designed to address varied	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	1-2	Although there are scattered references to instructional plans and practices, details and unifying plan is not evident.	P. 201..."are identified as" gifted and talented" and are place on an ALP (Advanced Learning Plan)"

	academic needs are being addressed.	student learning needs.		implemented at the classroom level.		Other than assessment data, these are the only two references to GT student, nothing that addresses differentiated instruction, identification or ALP development and monitoring. Only a fraction of Kindergarteners are identified as GT although IQ scores are must be at 125 to get in. In November, of 672 ALP's, 889 ALPs are incomplete. The majority of them are incomplete because the staff did not include parent and student input within the ALP process. A handful of students are missing other components.	p.309 referred to GT passion projects
A comprehensive plan for professional development exists that is aligned with instructional philosophies and the curriculum.	The PD plan is strong and comprehensive and is aligned to the Educator Effectiveness law.	The PD plan is comprehensive and aligned with the school's philosophy and curricula.	The PD plan exists, but it is weak and may not be aligned to the school's philosophies and curricula.	There is not a PD plan with any substance.	2	There are not specifics about how they will go about leading and delivering the professional learning plan. Feedback towards professional goals is not included as part of the educator feedback form.	
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		Language change to HR staff qualifications with shift from HQ to in field" (NCLB to ESSA)

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."

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.

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. A job description should be attached. 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	Additional Requests
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.	3		
The HR administrator is well qualified .	The HR administrator is extremely qualified and has demonstrated excellence.	The HR administrator is sufficiently qualified.	There are gaps in the HR administrator's qualifications.		1		Is quickly learning about HR in Education. Not proficient currently to serve as Title IX Coordinator.
The staff handbook and employee	The staff handbook and employee agreements are	The staff handbook and employee agreements	Some of the provisions in the staff handbook and/or employee	The staff handbook and employee agreements were not provided or	3	Sections of the handbook have been updated to satisfy compliance statements which	

agreement are in compliance with applicable laws.	model best practice documents.	appear to be in compliance with applicable laws.	agreements raise concern.	they are weak or not in compliance.		were previously inadequate or omitted all together.	
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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.

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.

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	Additional Requests
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	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	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	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	3	School enrollment is growing and budget is managed well. Of the unrestricted FB as of 6/30/18, 39.2% is considered unassigned. However, the schools unrestricted reserve is not sufficient to cover the schools reserve as identified in Policy 2.4 as noted in the next section. For FY18, fund balance decreased from FY17 by 33%, but the FY19 plan forecasts the fund balance to recover	

	practices and decision-making.	strong financial practices and decision-making.	strong financial practices and decision-making.	strong financial practices and decision-making.		the full 33% and continue to increase in years 2-5 with the addition of Mill Levy allocation.	
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.	2	<p>Section 2.4 Financial Reserve states that the school shall hold 20% of annual operating expenditures in reserves. This is not clear if this includes TABOR and the SPED reserve, but appears to be in addition to those reserves. In this case, the school does not maintain an additional 20% reserve or no less than \$650,000 as the policy identifies. I would expect to see this as a separate line on the fund balance allocation as well.</p> <p>Overall the financial policy section is not very detailed in scope. I would recommend included overall School financial policy/procedures and should be updated to include policy regarding internal controls. As noted in Stargate's Management Audit letter, the school should establish segregation of duties to improve internal controls. Areas of concern is that there is only 1 person performing much of the accounting duties and reconciliations. There should be at least 1 or 2 additional staff that should be familiar with or aware that can perform reviews and or reconciliations to detect errors and prevent fraud.</p>	

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.

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	Additional Requests
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.	2-3	Section M provides little detail about board qualifications, only briefly mentioning an expectation that board members participate in board development and planning each year. Unclear how board members are trained and onboarded. The issue / need for board training was not found in the bylaws or governance handbook either.	
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.	2	The school describes a "five year plan" in Section "S" of the application. The plan includes some details of tangible steps the school is taking to improve, including to repair past damage to its reputation. However, much of the section reads as an inventory of the	

						school's existing programs. Would have preferred to see more detail about timelines, benchmarks, goals of the plan and how success would be measured.	
The board has established necessary policies and communicates these to their constituents .	Board policies are on the school's website and in the school office and the board demonstrated they are regularly used and known by the board and school leaders.	The board has written policies that are usable and readily accessible to constituents in the school office or on the website.	There are some board policies, but not enough, or they are not readily accessible for constituents.	The board does not have written policies or they are not codified in one document.	3	The board has identified a new (presumably) procedure for receiving, reviewing and responding to complaints. It will be important for them to develop more preventative mechanisms to communicate with stakeholders to work through basic concerns to avoid issues rising to the formal "complaint" process.	

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	Additional Requests
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.		N/A	
The ESP central office sufficiently supports the school.	The ESP has demonstrated support and flexibility for the school.	The ESP central office sufficiently supports the school.	The ESP central office provides sufficient support most, but not all, of the time.	The ESP central office does not provide contractual support or is not sufficiently meeting the school's needs.		N/A	
The governing board has clear decision-making authority.	The board demonstrates its 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.		N/A	