

Charter School Team Initial Application Reviewer's Guide

An overall score of "Fails to Meet Expectations," as agreed upon by the members of the Charter School Team, in any section will result in a recommendation of nonapproval. Proposed Charter School Committees that receive a score of "Fails to Meet Expectations" will be granted an opportunity to revise the application before the official Board of Education vote in September. Please note that in order to receive an "Exceeds Expectations" everything in the "Meets Expectations" column must be met in addition to the items in the "Exceeds Expectations" column.

I. School Information	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Charter School Committee and Logistics	Charter School Committee members names not provided or key contact not given. Proposed school logistics not provided.	Charter School Committee members and primary Committee contact's name and contact information is provided. Initial logistics of school day, year, name, location are provided.	All affiliated organizations are provided and clearly articulated.	
School's Vision and Mission	School's mission is vague and not clearly articulated. School's mission doesn't align with the District's vision and goals.	School's mission is clearly articulated and measurable. School's mission aligns with the District's vision and goals.	School's mission clearly articulates an innovation vision that includes all students and articulates a focus on accelerating outcomes for student groups that are under-performing.	
School's Core Beliefs, Values and Instructional Theory	Does not articulate an instructional theory or the causal effect on student outcomes. Does not provide a research base.	Instructional theory is supported by research and is intended to accelerate outcomes for student groups that are under-performing.	Instructional theory is innovative and clearly designed to close opportunity and achievement gaps.	

II. Governance Council and Leadership Structure	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Governance Council	Governance Council structure is not clearly articulated. Leadership structure is not articulated.	Council is inclusive of multiple stakeholders including staff, families and community members. Governance Council and school leadership structures clearly work together.	Council membership includes staff, families and community members and demonstrates an intentionality to meeting school needs through incorporation of various subject-matter experts.	
III. Student Body/Demographics	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Student Body/Demographics	No student demographic focus and no clear attendance area considerations provided.	Explanation of student demographics focus is clear. Attendance area is clearly defined.	Recruitment strategy is provided. Lottery process is described.	
IV. Family Engagement	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Family Engagement	Does not include a clearly articulated family engagement vision.	Family engagement vision allows for authentic engagement and provides for two-way communication and, where appropriate, allows decisional opportunities for families.	Family engagement vision recognizes, accounts for and removes barriers for family engagement including language needs, transportation barriers and child care.	

V. Curriculum and Instruction	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Curriculum and Instructional Design	Does not state whether the district's curriculum or a different curriculum would be needed. Instructional strategy not explained. Research base not provided or not explained.	If other curricular materials are selected by the school, they reflect the school's instructional theory. Mode of instruction is clearly defined and tied to supporting research.	Curriculum is personalized and clearly aligned with the school instructional design. Curricular material is available for families and after school providers to maximize instructional integration. Instructional Design is innovative and is supported by all elements of the school including the staffing plan, student scheduling, adult scheduling, and curriculum.	
VI. Student Behavior Management	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Student Behavior Management System	Beliefs and values regarding student behavior are not stated. System focuses on exclusionary practices, not in line with the Behavior Education Plan.	Beliefs and values regarding student behavior are clearly articulated and are in line with the Behavior Education Plan.	School clearly demonstrates successful innovative behavior strategies that can be considered for district wide learning.	

VII. Key Partnerships	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Key Partnerships	Does not appear to value or understand the value of community partnerships.	The school has identified one or two strong partnership visions that are clearly aligned to the school's mission, goals, and/or academic strategies.	The school is strategic in the proactive identification of partners that clearly align to the school's mission, goals, and academic strategies. Each partner's value is clearly articulated and each partner understands their role in the school community.	
VIII. Human Resources	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Staff Recruitment and Retention Plan	No acknowledgment of the district's competencies for principals or teachers.	Core competencies align specifically to the school's mission, vision and/or instructional theory. Retention plan is acknowledged.	Recruitment plan is provided and addresses needs of the school based on student demographics, special education, advanced learner and language learner needs and includes different strategies to recruit a diverse staff including gender, certification, experience, skill, expertise and competencies. Plan includes positional prioritization and sourcing venues. Retention plan uses staff demographic data, engagement data, exit surveys, etc.	

IX. Waivers	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Use of Waivers	Waivers being sought do not align to the mission, vision or instructional theory, no clear explanation of why waiver is being sought or anticipated outcomes.	Waivers have been considered and, if stated, are considered in a thoughtful way to implement the school's mission, vision and instructional theory. Able to clearly articulate the need for all waivers and expressly connect them to the work of the school.	Waivers are used to create highly innovative, flexible and nimble instructional environments in order to provide programming that accelerates student outcomes.	N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a waiver would be needed in order to fulfill the mission and goals of the school, and future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."
X. Financial Operations	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Financial Operations	<p>Budget is not provided for year 1 or displayed in the District's template.</p> <p>School budget relies on District funding more than per pupil allowances and/or over relies on unstable external funding.</p>	School budget is displayed on District's template and adequately balances based on the District's per pupil and any reasonable expectation of external funding. School's budget priorities clearly align to the school's mission and goals.	School's budget strategically utilizes the District allowance and stable fundraising strategies.	

XI. Facility	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Facility Plan	No consideration for a facility has been made.	Facility identified or envisioned is stable, facility cost is appropriate and within the means of the school's annual budget. Facility would comfortably fits the students, staff and programs that are required per the contract.	Facility space is innovative and aligns to the school's goals, mission and vision.	