

SCHOOL: _____ NAME OF EVALUATOR: _____



ERCO Charter Application and Interview Questionnaire Evaluation Rubric – Schools Changing Sponsors

1. MISSION, VISION & ALIGNMENT			
<p>Evaluation Criteria (question #3, #17)</p> <ul style="list-style-type: none"> The mission statement defines the purpose of the charter school The mission is clear, concise, compelling and measurable The mission is reflected throughout all sections of the application and school operations The vision provides a coherent description of what the school looks like when it is achieving its mission The key design elements are aligned to the mission and have produced success The key design elements are supported by research and/or evidence of success in the school. 			
<input type="checkbox"/> Exceeds Expectations = 4	<input type="checkbox"/> Meets Expectations = 3	<input type="checkbox"/> Approaches Expectations = 2	<input type="checkbox"/> Below Expectations = 1
Strengths:	Weaknesses:	Comments:	

2. EDUCATION PROGRAM AND GOALS			
<p>Evaluation Criteria (question #13, #16-17, #23 (b))</p> <ul style="list-style-type: none"> The education program is clear, coherent and supported by research and/or evidence of success The education program has produced academic success The education program is consistent with the school’s mission and program design The education program presents a clear and coherent framework for teaching and learning, and demonstrates alignment with current state standards: <ul style="list-style-type: none"> Goals and objectives are specific, measurable, ambitious, attainable, and relevant Goals and objectives align with the school’s mission and educational program Goals set high standards for student learning and school operations 			
<input type="checkbox"/> Exceeds Expectations = 4	<input type="checkbox"/> Meets Expectations = 3	<input type="checkbox"/> Approaches Expectations = 2	<input type="checkbox"/> Below Expectations = 1
Strengths:	Weaknesses:	Comments:	

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3. EDUCATION PROGRAM: CURRICULUM, PEDAGOGY, ASSESSMENT, PROFESSIONAL DEVELOPMENT

Evaluation Criteria (question #13-16, #17 (a)(b)(c)(d)(e)(h)(i), #18 (d)(c), #23 (b))

- Curriculum is consistent with the school’s mission and education program design;
- Curriculum presents a clear and coherent framework for teaching and learning, particularly in core academic areas, that incorporates or exceeds state standards
- Education program and instructional strategies meet the needs of all students
- Demonstrates understanding of the school’s obligation to participate in the statewide system of assessment and accountability
- Demonstrates the validity and reliability of non-standardized assessments, as well as how these assessments are aligned with the school design and high expectations
- Presents a credible sound practice of measuring and reporting the educational performance and progress of students
- Explains how the school uses assessment data to drive key decisions that improve academic outcomes
- Defines clear promotion and retention policies and criteria
- Includes a process for providing parents/guardians frequent information on their children’s performance and progress, and for notification if a child may be retained
- Explains how the needs of teachers will be assessed
- Demonstrates a comprehensive professional development program that assesses and meets the needs of individual teachers.

<input type="checkbox"/> Exceeds Expectations = 4	<input type="checkbox"/> Meets Expectations = 3	<input type="checkbox"/> Approaches Expectations = 2	<input type="checkbox"/> Below Expectations = 1
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4. EDUCATION PROGRAM: AT-RISK STUDENTS

Evaluation Criteria (question #17 (b)(e)(i)(k))
 Presents a clear process for identifying at-risk students, including students with disabilities, English language learners, and other students at risk of failing
 Demonstrates that adequate resources and staff are devoted to meeting the needs of all students
 Describes the specific services provided for at-risk students within and outside the classroom
 Demonstrates that laws and regulations governing services for at-risk students are followed
 Explains how parents are involved in ensuring that the needs of at-risk students are met

<input type="checkbox"/> Exceeds Expectations = 4	<input type="checkbox"/> Meets Expectations = 3	<input type="checkbox"/> Approaches Expectations = 2	<input type="checkbox"/> Below Expectations = 1
Strengths:	Weaknesses:	Comments:	

5. EDUCATION PROGRAM: SCHOOL CULTURE AND DISCIPLINE

Evaluation Criteria (question #17 (f)(j)(k))
 Describes appropriate and effective strategies to support a school climate that has allowed for fulfillment of educational goals
 Includes evidence that the school has established and maintained a safe environment conducive to learning
 Presents sound policies for student discipline, suspension, and expulsion, including procedures for due process

<input type="checkbox"/> Exceeds Expectations = 4	<input type="checkbox"/> Meets Expectations = 3	<input type="checkbox"/> Approaches Expectations = 2	<input type="checkbox"/> Below Expectations = 1
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6. OPERATIONS: GOVERNANCE

Evaluation Criteria (question B, #4-5, #17 (i), #19)

Demonstrates that the governing board understands its roles and responsibilities, supports the school’s mission, and ensures meaningful oversight of school performance, operations, and financials

Demonstrates board structures and procedures that effectively govern the school

Demonstrates that the board membership contributes the wide range of relevant knowledge, skills, and commitment needed to oversee a successful charter school, including educational, financial, legal, and community experience and expertise

Describes the role of parents in the governance of the school, if applicable

Provides evidence that governing board members participate in meaningful board training

Resume provided for all board members

By-Laws and procedures, Governing Board meeting schedule for the first year is provided

<input type="checkbox"/> Exceeds Expectations = 4	<input type="checkbox"/> Meets Expectations = 3	<input type="checkbox"/> Approaches Expectations = 2	<input type="checkbox"/> Below Expectations = 1
Strengths:	Weaknesses:	Comments:	

7. OPERATIONS: ORGANIZATION

Evaluation Criteria (question #8-9, #12, #18)

Provides a sensible organizational chart that properly indicates all positions, delineating board and management roles and lines of authority

Describes the structure and responsibilities of staff members that include effective assignment of management roles and responsibilities for instructional leadership, curriculum, personnel, budgeting, financial management, legal compliance, and any special staffing needs

Identifies qualifications and competencies of the lead person that align with the school’s mission and program and demonstrate lead person’s capacity to successfully manage the school

Demonstrates a sound understanding of staffing needs that are aligned with the budget and with the school’s anticipated/actual enrollment

<input type="checkbox"/> Exceeds Expectations = 4	<input type="checkbox"/> Meets Expectations = 3	<input type="checkbox"/> Approaches Expectations = 2	<input type="checkbox"/> Below Expectations = 1
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8. OPERATIONS: FACILITY

Evaluation Criteria (question #18 (g)(h))
 Demonstrates the school has a viable educational facility that meets the needs of the students and accommodate the programmatic and operational needs of the school
 Demonstrates knowledge of facilities costs including, as applicable, cost of purchasing, leasing, building, or renovating an educational facility that conforms to applicable health, safety, and occupancy requirements
 Demonstrate that any proposed plans for acquisition and renovation of facilities are reasonable in their scope, timeline, and costs, and that the school has the capacity and plans to allocate project management resources to manage risks of on-time completion

<input type="checkbox"/> Exceeds Expectations = 4	<input type="checkbox"/> Meets Expectations = 3	<input type="checkbox"/> Approaches Expectations = 2	<input type="checkbox"/> Below Expectations = 1
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9. OPERATIONS: BUDGET AND FINANCES

Evaluation Criteria (question #2, #10-11, #18 (e)(f), #22)

- Presents budget priorities that are consistent with key parts of the plan, including the school’s mission, educational program, staffing, enrollment and facility
- First Year Budget- balanced, realistic, evidence-based revenue and expenditure assumptions, including for any plan to incur and repay allowable debt
- Demonstrates a commitment to maintaining the financial viability of the school
- Demonstrates that the level of detail and specificity for all budget line items allow for the assessment of fiscal viability
- Presents Financial records: bank statements, reconciliation reports, profit and loss reports for the last 12 months
- Ensures sufficient cash to carry on the operations of the school and monthly and year-end balances are never in a deficit position
- Provides Audit reports for last 2 years and demonstrates that any adverse audit findings have been corrected and that adequate internal controls are in place

<input type="checkbox"/> Exceeds Expectations = 4	<input type="checkbox"/> Meets Expectations = 3	<input type="checkbox"/> Approaches Expectations = 2	<input type="checkbox"/> Below Expectations = 1
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SCORING (1-4 ON EACH COMPONENT)	
1. Mission, Vision and Alignment	
2. Education Program and Goals	
3. Education Program: Curriculum, Pedagogy, Assessment & PD	
4. Education Program: At-Risk Students	
5. Education Program: School Culture and Discipline	
6. Operations: Governance	
7. Operations: Organization	
8. Operations: Facility	
9. Operations: Budget and Finances	
TOTAL	
(NUMBER OF SECTIONS)	÷ 9
MEAN	

SCALE			
4	3	2	1
Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations

CUT SCORE: 3.50-4.00 = Exceeds Expectations 2.50-3.49 = Meets Expectations 2.00-2.49 = Approaches Expectations 1.00-1.99 = Does Not Meet Expectation