

SCHOOL: \_\_\_\_\_ NAME OF EVALUATOR: \_\_\_\_\_



## ERCO Charter Application and Interview Questionnaire Evaluation Rubric – Startup Schools

### 1. MISSION, VISION & ALIGNMENT

Evaluation Criteria (question #9, #28)

- The mission statement defines the purpose of the proposed charter school
- The mission is clear, concise, compelling and measurable
- The mission is reflected throughout all sections of the application
- The vision provides a coherent description of what the school will look like when it is achieving its mission
- The key design elements are aligned to the mission and critical to the school’s success
- The key design elements are supported by research or evidence of success in schools or programs serving a similar target population

<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. COMMUNITY MARKETING AND RECRUITMENT PLAN

Evaluation Criteria (question #6, #8, #11, #13-15, #24, #28 (i), #29)

- The marketing and recruitment plan is reasonable and supported by a clear rationale
- The anticipated needs for staffing and resources align with the marketing and recruitment plan
- The application includes a clear description of the community in which the school intends to locate
- The application presents a compelling need for the community school within that community
- Includes outreach and recruitment strategies that demonstrate an understanding of the community likely to be served and are likely to allow the school to enroll sufficient numbers of students
- Provides an admissions plan that ensures the school is open to all eligible students
- Explains any admissions preferences and provides a reasonable rationale for such preferences, where applicable
- Provides an adequate transportation plan (\*)
- (\*May be in developmental stage)

<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:	

SCHOOL: \_\_\_\_\_ NAME OF EVALUATOR: \_\_\_\_\_



### 3. EDUCATION PROGRAM AND GOALS

Evaluation Criteria (question #23, #28)

- The education program is clear and coherent and supported by research and practice
- 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:
  - 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:	



SCHOOL: \_\_\_\_\_ NAME OF EVALUATOR: \_\_\_\_\_

**4. EDUCATION PROGRAM: CURRICULUM, PEDAGOGY, ASSESSMENT, PROFESSIONAL DEVELOPMENT**

Evaluation Criteria (question #20-23, #28 (a)(c)(d)(f)(g)(j), #30 (d)(e) )

- 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 demonstrates understanding of relevant instructional strategies to 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 plan for measuring and reporting the educational performance and progress of students
- Explains how the school will use assessment data to drive key decisions aimed at improving 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(\*)
- Describes a comprehensive professional development program that will meet the needs of individual teachers.(\*)

(\*May be in developmental stage)

<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:	

SCHOOL: \_\_\_\_\_ NAME OF EVALUATOR: \_\_\_\_\_



**5. EDUCATION PROGRAM: AT-RISK STUDENTS**

Evaluation Criteria (question #2, #8, #28 (d)(g)(k)(m) )

- 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 that will be provided for at-risk students within and outside the classroom
- Demonstrates an understanding of the laws and regulations governing services for at-risk students
- Explains how parents will be involved in ensuring 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:	

**6. EDUCATION PROGRAM: SCHOOL CULTURE AND DISCIPLINE**

Evaluation Criteria (question #28 (h)(L)(m) )

- Describes appropriate and effective strategies to support a school climate that will allow for fulfillment of educational goals
- Includes evidence that the school will establish and maintain a safe environment conducive to learning
- Presents sound policies for student discipline, suspension, and expulsion, including procedures for due process (\*)

(\* May be in developmental stage)

<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:	

SCHOOL: \_\_\_\_\_ NAME OF EVALUATOR: \_\_\_\_\_



**7. OPERATIONS: GOVERNANCE**

Evaluation Criteria (question #10, #16, #28 (k), #31 (a)(b)(e) )

- Demonstrates that the applicant has a strong understanding of the roles and responsibilities of a governing board of trustees that is aligned to the school’s mission and ensures meaningful oversight of school performance, operations, and financials
- Demonstrates board structures and procedures that will allow it to effectively govern the school
- Demonstrates that the board membership has capacity to contribute 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 plans for meaningful training for board members

<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:	

**8. OPERATIONS: ORGANIZATION**

Evaluation Criteria (question #26, #30)

- 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
Strengths:	Weaknesses:	Comments:	



**9. OPERATIONS: FACILITY**

Evaluation Criteria (question #3, #12, #30 (L)(m) )

Demonstrates that the founders have identified a viable educational facility that can meet the needs of the students and accommodate the programmatic and operational needs of the school over the charter term as described throughout the application

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
Strengths:	Weaknesses:	Comments:	

**10. OPERATIONS: BUDGET AND FINANCES**

Evaluation Criteria (question #27, #30 (f)(g)(h)(i)(j)(k)(n)(o)(p) )

Any revenue and expenditure assumptions demonstrated are balanced, realistic and evidence-based

Demonstrates adequate contingency planning

<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:	

**11. DEVELOPER CAPACITY**

Evaluation Criteria (question #1-8, #24, #25, #27, #30 (b)(o)(p) )

Developer(s) demonstrate(s) adequate planning, leadership and business experience to successfully open and operate a community school

The experience and public record of developer(s) indicates a history and/or likelihood of success on academic, financial, and operational bases

<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:	

SCHOOL: \_\_\_\_\_ NAME OF EVALUATOR: \_\_\_\_\_



<b>SCORING (1-4 ON EACH COMPONENT)</b>	
1. Mission, Vision and Alignment	
2. Community Marketing and Recruitment Plan	
3. Education Program and Goals	
4. Education Program: Curriculum, Pedagogy, Assessment & PD	
5. Education Program: At-Risk Students	
6. Education Program: School Culture and Discipline	
7. Operations: Governance	
8. Operations: Organization	
9. Operations: Facility	
10. Operations: Budget and Finances	
11. Developer Capacity	
<b>TOTAL</b>	
(NUMBER OF SECTIONS)	<b>÷ 11</b>
<b>MEAN</b>	

<b>SCALE</b>			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>