



School Quality Framework Rubric 2020-2021

Updated: June 2020

Introduction: This rubric was developed based on research and a study of best practices both nationwide and within other DPS departments. Please note that this rubric is designed to apply to most school models, but in the case of unique programs might be tailored slightly to better evaluate those programs.

Domain 1: School Culture: The school has systems in place to support a strong school culture and involve key stakeholders in the school community; instructional time is maximized as a result of classroom management systems and structures.

Table with 6 columns: Subdomain, Exceeds, Meets, Partially meets, Does not meet. Rows include 1.1 Family Involvement and 1.2 Discipline Systems.

1.3	Classroom and School Management	All criteria for meets expectations plus: Normed and effective classroom management systems are evident across the school. Students hold each other accountable for high behavior expectations. Students execute school-wide routines throughout the school with or without adult presence.	Teachers consistently implement and students consistently follow effective classroom routines that result in a minimal loss of learning time. Teachers have clear, positive systems for classroom management. Systems are equitable, respect students' dignity/cultural differences and are sensitive to student needs. There are no observable disruptions or the few student behavior disruptions lead to minimal loss of learning time. School-wide routines and behavior expectations are evident and lead to efficiency and safety outside the classroom.	There are classroom routines in place, but they are not effective or consistently implemented, resulting in some loss of learning time. Teachers inconsistently implement systems for classroom management. Application of systems may not be equitable. The classroom has some behavior that is disruptive and leads to a loss of learning time. School-wide routines and behavior expectations outside the classroom are inconsistently implemented.	There is no evidence of classroom routines, resulting in a significant loss of learning time. Teachers lack systems for classroom management and equity when addressing student misbehaviors. Classrooms have many behavior interruptions from multiple students that lead to a significant loss of learning time. There isn't evidence of school-wide routines and behavior expectations, leading to a loss of learning time or unsafe situations outside the classroom.
1.4	Student Investment	All criteria for meets expectations plus: There are opportunities for students to take on leadership roles and offer input on key decisions.	The school has rigorous goals in place for attendance and clear processes in place to improve attendance, including parent/guardian engagement strategies. There are school-wide routines and rituals with student and staff buy-in. The school-wide culture fosters student ownership in academic success, while also reinforcing student intellectual and social development. Systems and routines are used to ensure that students are known by their teachers and within the broader school community.	There are structures in place to promote student attendance, investment, and academic success, but these do not have buy-in from the majority of students.	There are not intentional school-wide structures to promote student investment in school.

Domain 2: Educational Program: The school's educational program is well designed to meet the needs of all students through well-developed curriculum, assessment, and programs for special populations, as well as clear systems for promoting cultural competence.

	Subdomain	Exceeds	Meets	Partially meets	Does not meet
2.1	Curriculum	All criteria for meets expectations plus: The school has tailored their curriculum to meet the needs of the particular student population, including the inclusion of culturally relevant materials.	All criteria for partially meets expectations plus: Colorado Academic Standards (CAS) aligned curricula and resources extend into intervention, special education, acceleration, the arts, and PE. There are systems for horizontally and vertically aligned scope and sequence documents that outline grade level and subject learning objectives. There is a well-defined feedback loop for revising curriculum on an interim and year-end basis based on data.	The school has research-based, Colorado Academic Standards (CAS) aligned curricula for all core subjects in place. There are scope and sequence documents that outline grade and subject learning objectives; teachers are familiar with curriculum documents and use them consistently to guide their planning.	The school does not have research-based, Colorado Academic Standards (CAS) aligned curricula in place.
2.2	Assessment	All criteria for meets expectations plus: Students are able to articulate their goals and performance toward meeting those goals.	All criteria for partially meets expectations plus: There is a clear process for ensuring assessments are aligned with curriculum, standards, and performance goals. The school has clear graduation and promotion criteria that are consistently applied. There are SMART goals for student achievement that are in line with district and state expectations, with a clear process to monitor progress towards goals. Goals are in line with meeting or exceeding district and state SPF expectations. There is a benchmarking system in place to monitor the school's progress toward meeting goals, and adjust strategies when appropriate. Appropriate accommodations are	The school utilizes multiple grade-level appropriate assessments that were chosen based on research and the needs of a particular student population. There is a clear schedule and protocol for data analysis and data is used to identify students for remediation or acceleration. Teachers collaborate to norm and hold high expectations for grading and assessment of student progress. Accommodations are provided to some students during interim and state assessments, but are not equitably provided for regular classroom assessments.	The school does not have a system to administer interim assessments or use the data to inform instruction and identify students in need of support. There is not a protocol for data analysis or norms for teacher collaboration on assessment and grading. Students are not provided with appropriate accommodations for language and/or learning needs that

			equitably used to support the learning and language needs of students for all assessments throughout the school year.		guarantee equitable access to assessments.
2.3	Academic Intervention and Acceleration	All criteria for meets expectations plus: The school collects data to inform and regularly evaluate the effectiveness of academic intervention and acceleration programming.	All criteria for partially meets expectations plus: There are clear procedures for identifying gifted and talented and academically advanced students. There are sufficient research-based resources and strategies available to provide services to students in need of intervention/ acceleration. Data on students receiving academic intervention is regularly monitored to gauge their effectiveness and adjust supports accordingly. The MTSS/RTI process is clear to all teachers and results in research-based supports for learners.	Tiered interventions are in place to provide additional supports to students who struggle with academics and/or behavior. Although the MTSS/RTI process is in place and used by some teachers, the MTSS/RTI process is unclear to most staff or some are not using it to support students.	The school provides limited supports for students who are struggling academically or in need of acceleration. The MTSS/RTI process is not systematically structured to assist all learners in need of intervention.
2.4	Culturally Responsive Education	All criteria for meets expectations plus: Teachers encourage students to challenge and question the dominant culture and students appear comfortable doing so in respectful ways.	Teachers have received PL on cultural competency that they utilize in their classrooms. School leaders create an environment that promotes the recognition of students' cultural backgrounds and celebrates the difference and diversity among students, families, and staff. There are structures in place to guarantee that the school and work environment is open to and accepting of diversity and free from discriminatory behavior and practices. Instruction represents a broad spectrum of identities and is characterized by the use of culturally mediated cognition, culturally appropriate situations for learning, and culturally valued knowledge. The school uses rigorous materials to reflect student cultures, identities, and native languages that are relevant to the content/curriculum.	The school staff has had some training in cultural competency and considers the culture of their community when planning for school-wide events and parent outreach. There are systems to promote culturally responsive teaching. The school's curriculum includes topics related to student cultures, includes varied perspectives, and is modified as needed to ensure cultural representation. There is an ongoing dialogue among staff, parents, and students on issues of importance to them.	The school has not provided training or support to staff on cultural competency and/or there is evidence of a lack of cultural competency across the school. Curriculum does not represent the cultural background and/or experiences of students within the school.
2.5	English Language Acquisition Processes	The school has strong systems in place to support high quality ELA Programming, as defined in the ELA Program Review which are efficiently integrated into other academic and operational systems. No concerns regarding Consent Decree implementation	The school generally has the systems in place to support high quality ELA Programming, as defined in the ELA Program Review. No concerns regarding Consent Decree implementation.	The school has some systems in place to support high quality ELA Programming, as defined in the ELA Program Review. No concerns regarding Consent Decree implementation.	There are significant gaps in systems to support high quality ELA Programming, as defined in the ELA Program Review. If any gaps are related to Consent Decree requirements, they are to be immediately addressed.
2.6	Special Education Processes	All criteria for meets expectations plus: Instruction and systems results in quality of programming that exceed compliance standards.	Systems for developing IEPs result in strong connections and alignment between the strengths and needs identified in the present levels, goals, and the service delivery statement. There is a clear system in place to collect progress monitoring data with fidelity, including evidence of student progress and growth. The information is consistently used to adjust the type or intensity of supports when students do not respond to current interventions.	Systems for developing IEPs result in alignment between the strengths and needs identified in the present levels, goals, and the service delivery statement. There is a system in place to collect progress monitoring data, including evidence of student progress and growth.	Systems for developing IEPs do not result in a clear connection between the strengths and needs identified in the present levels, goals, and the service delivery statement. There are minimal systems to collect progress monitoring data.

Domain 2: Observed Educational Programming: Instruction at the school provides all students the opportunity to critically engage in grade-level and appropriately differentiated tasks, resulting in mastery of content. The school implements high-quality English Language Acquisition and Special Education programs.

	Subdomain	Exceeds	Meets	Partially meets	Does not meet
2.7	Observed Pedagogy: Content and Design	All criteria for meets expectations plus: Teachers plan for meaningful lesson extensions for students who finish quickly.	Lessons and/or class groupings have evidence of planning for students' needs. The objective is meaningful and relevant, aligned with curriculum, activities, and CAS/WIDA standards. Lessons include clear instructions and expectations for student work as well as effective pacing.	Teachers demonstrate accurate content knowledge and evidence of planning. Lesson objectives are grade-level appropriate and aligned with curriculum, activities, and CAS/WIDA standards. Lessons do not consistently employ clear instructions or expectations for student work or there may be ineffective pacing.	Teachers do not demonstrate accurate content knowledge and/or there is evidence of a lack of planning. Lessons lack clear objectives and/or are not aligned with CAS/ WIDA standards or are not grade level appropriate. Unclear instructions or expectations or ineffective pacing negatively impact lesson effectiveness.
2.8	Observed Pedagogy: Instructional Strategies	All criteria for meets expectations plus: Differentiation allows students at all levels to self-start their own learning with varied resources accessible to them. Students take responsibility for questioning and challenging each other. Teachers follow-up on feedback provided and use the data from their checks for understanding to make in-the-moment lesson adjustments, as necessary, to meet student needs.	Teachers effectively address students' challenges, misunderstandings, and misconceptions by differentiating instruction to meet the needs of students at varying proficiency levels. Questioning techniques require all students to demonstrate higher order thinking as appropriate, including the active and appropriate use of precise academic language and problem solving skills. Teachers provide timely, accurate and precise academic feedback, appropriately focused on the needs of each student. Varied and frequent checks for understanding are observed throughout lessons and are used to monitor nearly all students' progress.	Instruction is differentiated, but the needs of all learners are not met. There is not consistent evidence of differentiation for students at varying proficiency levels. Questioning techniques may promote higher order thinking as appropriate for some students, but are not equitably applied across students. Teachers provide some academic feedback but it is not always accurate or consistent. Infrequent or low-quality checks for understanding are observed, monitoring the learning progress of only a subset of students.	Instruction is not differentiated and does not meet the needs of most learners in the classroom. Questioning techniques do not engage the majority of students and/or do not promote higher order thinking as appropriate. Teachers provide limited academic feedback, or feedback is not academically focused. Checks for understanding are rarely observed.
2.9	Observed Pedagogy: Student Engagement and Mastery	All criteria for meets expectations plus: High-quality peer interaction is used as a tool for learning. Students independently assess their progress towards their own learning goals.	Teachers employ a variety of strategies to intentionally engage students. At least 80% of students are consistently engaged in learning. Lessons meet all learners' needs and have appropriate supports (including digital) to ensure nearly all students can demonstrate mastery. The mastery check aligns with the objective.	Teachers inconsistently employ strategies to promote student engagement. Fewer than 80% of students are consistently engaged in learning. Only a subset of students meet expected outcomes and are able to demonstrate mastery or the mastery check does not adequately assess outcomes aligned to the objective.	Teachers rarely employ strategies to promote student engagement. Fewer than 60% of students are consistently engaged in learning. Very few students demonstrate mastery or the teacher does not check for student mastery.

2.10	2.10a - English Language Development (ELD) ¹ Link to EPR Link to Evidence Collection	All criteria for meets expectations plus: Teachers use multiple best practices for language instruction and monitor student interactions/provide effective, timely and frequent feedback on the use of language.	Observed ELD instruction includes appropriate and explicit language instruction (i.e. functions/forms/vocabulary) throughout the lesson and/or it is evident students have meaningful, structured opportunities to apply language orally and/or in writing 50% of the lesson.	Language is referenced, but is not intentionally or explicitly taught to or applied by students, or language is taught in isolation without meaning/context in dedicated ELD class. Teachers provide limited opportunities for student interactions.	Observed dedicated ELD instruction does not demonstrate explicit strategies to effectively teach all domains of English language instruction (i.e. functions/forms/vocabulary) cohesively.
	2.10b - Integrated Content Language Development (ICLD)	All criteria for meets expectations plus: Teachers monitor student interactions/provide effective, timely and frequent feedback on the use of language.	Teachers differentiate using best practices to support English learners' comprehension of grade level content. It is evident that academic language is explicitly taught and/or is evident in student application orally and/or in writing. Teachers provide meaningful, structured opportunities for student interaction.	Teachers provide some language supports that are not always differentiated by learner or may not support students' comprehension of grade level content. Academic language is referenced, but is not intentionally, consistently, or explicitly taught to and/or applied by students. Teachers provide limited opportunities for student interactions.	Teachers did not provide effective differentiation by learner or may not have supported students' comprehension of grade level content. Academic language is not intentionally, consistently, or explicitly taught to and/or applied by students. Teachers did not provide opportunities for student interactions.
	2.10c - Native Language Instruction (NLI) <i>only for schools with native language instruction programs</i>	All criteria for meets expectations plus: Teacher's use of language is strategic, using multiple strategies.	Observed native language instruction lesson components (i.e. objectives, activities, classroom environment, etc.) align with the language of instruction and teachers' use of language is strategic. Most students use the language of instruction to master the objective.	Some native language instruction lesson components (i.e. objectives, activities, classroom environment, etc.) align with the language of instruction and teachers occasionally use language strategically. Some students use the language of instruction to master the objective.	Few native language instruction lesson components (i.e. objectives, activities, classroom environment, etc.) align with the language of instruction and/or teacher's use of language is non-strategic (i.e. language mixing, code-switching, direct translation or English only). There is inconsistent use by students of the language of instruction to master the objective.
2.11	Special Education Instruction ²	All criteria for meets expectations plus: Instruction and systems results in quality of programming that exceed compliance standards.	Observed Special Education instruction and instructional environment provide meaningful access to the appropriate Grade Level Standards or Extended Evidence Outcomes such as through accommodations, specially designed instruction, etc.	Observed Special Education instruction and instructional environment provides access to the appropriate Grade Level Standards or Extended Evidence Outcomes such as through accommodations, specially designed instruction, etc.	Observed Special Education instruction and instructional environment provides minimal access to the appropriate Grade Level Standards or Extended Evidence Outcomes such as through accommodations, specially designed instruction, etc.

¹ Compliance with ELA programming is required of all charter schools. The ELA Program Review evaluates successful implementation of requirements from the Charter contract, the Consent Decree and growth on student outcomes for English Learners. Due to all of the components evaluated in the ELA Program Review, ratings that do not fully meet District expectations do not equate to non-compliance with the Consent Decree. All schools that do not meet expectations or only partially meet expectations on the ELA Program Review are required to submit remedy plans. These remedy plans are then monitored by the DPS ELA Department in coordination with the Portfolio Management Team. Follow-up program reviews are conducted until the school is rated as meeting expectations.

² This rubric is intended to report on certain indicators of quality based on a site visit. The site visit team does not conduct a comprehensive audit. Compliance with Special Education law is monitored through ongoing oversight by the Special Education department.

Domain 3: Teaching: The school has strong systems in place that promote teacher quality, beginning with a rigorous hiring process and including teacher coaching, evaluation, and professional development.

	Subdomain	Exceeds	Meets	Partially meets	Does not meet
3.1	Teacher Recruitment, Hiring, & Retention	All criteria for meets expectations plus: Teachers display mission alignment. Retention processes are intentional and include a clear ladder for career advancement for high performing, mission-aligned teachers.	The school has documented procedures and criteria around dismissal that include opportunity for improvement. The school has intentional teacher retention processes and procedures. The school has a teacher recruitment and hiring processes that is clearly defined and results in hiring decisions being made in alignment with the school calendar; candidates are highly qualified and represent a variety of backgrounds, including some that match the student population. Teacher turnover matches school goals.	The school has clear procedures and criteria around dismissal. The school has a teacher recruitment process that ensures hiring decisions are aligned with the school calendar and results in candidates that represent a variety of backgrounds. Teacher turnover is slightly higher than school goals.	The school does not have clear procedures and criteria around dismissal or retention. The school's teacher recruitment processes are either not defined or not aligned with the school program. Teacher turnover is much higher than school goals.
3.2	Teacher Coaching	All criteria for meets expectations plus: The school has structures in place to facilitate peer observations.	Leaders conduct observations and provide feedback to all staff on a clear and consistent schedule, including feedback around instructional delivery, using a protocol with research-based and transparent criteria. Support is differentiated based on teacher need with all teachers receiving differentiated feedback. Teachers are held accountable for implementing coaching feedback through a transparent and consistent process.	The school conducts observations and provides feedback to teachers but these are not conducted according to a set schedule or using research-based protocols. Support is differentiated for some teachers. The system for holding teachers accountable is not transparent or consistently applied.	The school does not conduct regular observations or provide feedback to teachers. Support for teachers is not differentiated by need. Criteria utilized to coach teachers are not clear or transparent and/or do not reinforce instructional expectations.
3.3	Teacher Evaluation	All criteria for meets expectations plus: There are growth plans in place for all teachers that include data and offer opportunity for personal reflection and growth.	Teacher evaluations are consistently implemented on an annual basis using clear criteria (including 50% student achievement data) and multiple measures that hold all teachers accountable, address areas of growth identified in the evaluation, and are clearly communicated to teachers.	Evaluations that hold teachers accountable are conducted on an annual basis but either do not include the 50% student achievement data or other components required by SB 191/District policy. Criteria for evaluation are not transparent to teachers.	Teachers do not all receive a formal annual evaluation.
3.4	Professional Learning (PL)	All criteria for meets expectations plus: The school regularly evaluates the effectiveness of PL. The school seeks opportunities for PL outside of the school in alignment with identified school goals and priorities.	All criteria for partially meets expectations plus: PL is differentiated based on teacher experience, need, and content area. Teachers implement strategies learned in PL on a regular basis with systems for accountability in place. The school has established annual PL priorities that include cultural competency and are aligned with the mission, values, and goals of the school.	The school devotes at least 8 hours monthly to PL according to a clear schedule. Topics selected are based on school data as well as teacher experience, need, and content area. The school has systems and structures in place to ensure teachers are compliant with ELA PD requirements.	The school offers PL on an irregular basis. PL topics are selected without considering data on teacher development needs.

Domain 4: School Management and Leadership : The school has systems, structures, and processes in place that enable effective management of the educational program, school culture, operations, and financial sustainability.

	Subdomain	Exceeds	Meets	Partially meets	Does not meet
4.1	Organizational Structure	All criteria for meets expectations plus: The school leader intentionally builds the capacity in other educators and leaders within the school community. The leadership team meets regularly, and has a transparent system in place to effectively support the school's academic program.	All criteria for partially meets expectations plus: There are transparent systems and structures in place to utilize the staffing structure for effective staff and student support, accountability and decision-making. Roles and responsibilities and the channels of communication are well defined and clear to all stakeholders. Decision-making follows a defined process and structure, which utilizes student data and is inclusive of stakeholder voice.	The staffing structure supports the effective implementation of the academic program and leverages staff strengths. Although channels of communication may exist, roles and responsibilities may be unclear to some stakeholders. The process for decision-making is defined but does not utilize student data and/or is not inclusive of stakeholder voice and perspective.	The school's staffing structure is not clearly defined or the structure may not be financially viable. The staffing structure may not support the effective implementation of the academic program. There is uncertainty among staff about roles and lines of accountability. The process for decision-making is not clearly defined.
4.2	Leadership Team Coaching and Evaluation	All criteria for meets expectations plus: The school leader intentionally fosters an internal leadership candidate development pipeline for effective and interested teachers to become leadership team members, and effective and interested leadership team members to become the school leader.	The leadership team members are evaluated annually using clear criteria that includes student achievement data. Job descriptions effectively capture the role of leadership team members. There is a clear and substantive plan for corrective action and performance improvement, if needed. There is a schedule for leadership team member coaching, and the leadership team actively engages in differentiated, need-based professional development.	The leadership team members' evaluations are conducted on an annual basis but do not include student achievement data and/or criteria for evaluations are not transparent to all school leaders. Job descriptions may not accurately capture the roles. The formal plan for corrective action or performance improvement, if needed, does not sufficiently support improvement. Differentiated and meaningful growth and development opportunities are provided to some but not all leadership team members or are provided inconsistently.	The leadership team members do not receive an annual evaluation. Members of the leadership team do not have job descriptions or a formal plan for corrective action and performance improvement, if needed. There are not leadership growth expectations and/or opportunities for growth provided to leadership team members.
4.3	Instructional Leadership Systems	All criteria for meets expectations plus: The school leaders' instructional vision is evident in all classrooms. The school leader has a track record of improving student outcomes.	The school vision for instruction is evident in most classrooms, and in the small subset in which it is not, there are clear plans underway to support improvement. All school stakeholders share in the instructional vision to guide their work. Systems at the school support the leaders' vision for instruction and support systems for determining allocation of resources. The school leaders build the capacity of teachers around data-driven instruction. School leaders consistently collect data to monitor their instructional systems and adjust systems or implementation based on their findings.	The school has a vision for instruction that is reflected in some, but not most, classrooms. There are systems in place at the school to implement and improve the execution of the instructional vision, however, they are executed inconsistently or do not align with the instructional vision. School leaders inconsistently collect data to monitor progress towards their instructional vision.	The school does not have a clear vision for instruction at the school or the school leaders' instructional vision is not evident across most classrooms. There are not systems in place that support the instructional needs of students or staff. School leaders do not effectively collect data to monitor instructional systems and their effectiveness.

4.4	Operational Leadership Systems	All criteria for meets expectations, plus: The school has policies in place outlining the core operational functions of the school, allowing them to continue in the event of leadership turnover. The school leader has a track record of improving operational outcomes.	All criteria for partially meets expectations plus: The school practices appropriate risk management, including current insurance policies. Enrollment systems provide equitable access for all students and support targeted outreach to underrepresented groups. The school calendar and schedule are consistent for all stakeholders and designed to promote student achievement. Regular communication is provided to all school stakeholders, including in appropriate languages. School leaders consistently collect data to monitor their operational systems and adjust systems or implementation based on their findings.	School leaders have a clear system for managing the operations at the school. Key personnel are identified in necessary roles to support school operations. The facility is maintained and compliant with all health and safety regulations. There are systems for student recruitment and retention that result in meeting 90% of the enrollment target. There is a system for communication across all stakeholders. Schedules and calendars are regularly updated and distributed. School leaders inconsistently collect data to monitor progress towards their operational vision.	School leaders do not yet have a clear system for operations at the school. There are not identified key personnel in roles to support school operations. Systems and structures necessary for facility maintenance, enrollment, communication, school schedule, master calendar, or other school operations are missing. School leaders do not effectively collect data to monitor operational systems.
4.5	School Culture Leadership Systems	All criteria for meets expectations plus: The school leaders' school culture vision is evident in all classrooms. The school leader has a track record of improving school culture.	The school vision for culture is evident in most classrooms, and in the small subset in which it is not, there are clear plans underway to support improvement. There are systems in place to develop shared attitudes, values, goals, expectations and/or practices that characterize the school. School leaders strategically recognize the efforts of staff and students. A transparent reward system encourages teacher and student efforts and continually supports the vision. School leaders consistently collect data to monitor their school culture systems and adjust systems or implementation based on their findings.	The school has a vision for school culture that is reflected in some, but not most, classrooms. There are systems in place at the school to implement and improve the execution of the school culture vision, however, they are executed inconsistently or do not align with the school culture vision. School leaders inconsistently collect data to monitor progress towards their school culture vision.	The school does not have a clear vision for school culture at the school or the school leaders' school culture vision is not evident across most classrooms. There are not systems in place to support school culture needs of students and staff. School leaders do not effectively collect data to monitor culture systems and their effectiveness.
4.6	Financial Leadership Systems	All criteria for meets expectations plus: The school actively engages the broader community to create partnerships and acquire additional resources that support the school leader's financial plan. The school has clear protocols for reviewing and revising financial policies and procedures.	All criteria for partially meets expectations plus: The school's financial planning aligns with the school leaders' instructional, cultural, and operational vision. Submitted financial documents are complete and meet all requirements and are of high quality. If primary financial management is provided by external consultants, there is a member of the school staff who has the financial knowledge to understand and interpret financial information provided by the external consultant. Financial metrics, including budgets to actuals, cash flow, income statement, and balance sheet, are monitored by leadership on an ongoing basis. There is a process for school leadership to prepare internal monthly financials for stakeholder review. There are strong internal controls in place that are consistently followed.	The school has a financial plan. The school has a financial policies and procedures document that outlines procedures for handling cash and monitoring accounts payable; these procedures are consistently implemented. The school leader has identified roles and responsibilities to monitor income and spending and the financial state of the school.	The school does not have a clear short term or long term financial plan. The school does not have documented financial policies and procedures. There is not a clear monitoring system for school finances.

Domain 5: Governance: Effective Boards have the skills and systems/structures in place to provide oversight to the school, which ultimately leads to improved outcomes for students.

	Subdomain	Exceeds	Meets	Partially meets	Does not meet
5.1	Drive the Mission and Vision	All criteria for meets expectations plus: The Board has membership that has a connection to the school's unique mission.	All criteria for partially meets expectations plus: The school's mission and vision are used to drive transparent decision-making, including around hiring, academic program, and finance. The Board sets and monitors progress towards SMART goals aligned with the mission and vision of the school.	The majority of Board stakeholders can articulate the school's mission and vision. The Board has a clear definition of its role as a governance body aligned with achieving the mission and vision.	Board stakeholders cannot articulate the school mission and vision.
5.2	Academic Oversight	All criteria for meets expectations plus: The Board receives annual PD on student achievement data.	The Board has members with expertise in E-12 education, and all Board members are able to understand student achievement data. Student achievement metrics, both interim and summative and aggregate as well as disaggregated, are regularly monitored by the Board. The Board sets student achievement goals aligned with District expectations and the charter contract and regularly monitors progress towards these goals. Decision-making, including around resource allocation and human resources, is driven by student performance data. The SAC regularly provides input to the Board around academic data and school improvement.	The Board regularly monitors some academic metrics, which they use to guide decision-making. However, the Board lacks sufficient expertise to fully understand all data or data conversations are incomplete (does not disaggregate, misses major tests, etc.) The Board supports the instructional vision of the school leader.	The Board does not receive sufficient data on the school's academic performance to understand how the school is performing.
5.3	Financial Oversight	All criteria for meets expectations plus: The Board sets and monitors progress towards financial goals that are related to the school's long term financial health.	All criteria for partially meets expectations plus: The Board has members with finance expertise, and all Board members are able to understand budgets, audits, and development. The Board sets and regularly monitors progress towards financial goals. The budget creation process is based on data, including sound revenue and enrollment projections, involves multiple stakeholders, includes contingencies, and is aligned with required timelines. The SAC regularly provides input to the Board around financial data and budget development. The Board has a finance committee in place that conducts detailed financial analyses and reports back to the full Board in order to drive decision-making.	The Board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budgets to actuals. There is a comprehensive, Board adopted financial policies document in place that is followed by both the Board and school leadership. The Board monitors implementation of internal controls. The Board adopts revised budgets as needed based on enrollment and other budget inputs. The Board supports the financial plan of the school leader.	The Board does not regularly monitor the school's financial performance.
5.4	Operational Oversight	All criteria for meets expectations plus: The Board receives annual PD on relevant operational data.	The Board has members with expertise in school operations, and all Board members are able to understand operational data. Appropriate operational metrics are regularly monitored by the Board. The Board sets goals around relevant operational systems, including school culture and disaggregated discipline data, and regularly monitors these goals.	The Board regularly monitors some of the school's operational metrics, which they use to guide decision-making. However, the Board lacks sufficient expertise to fully understand all data or data conversations are incomplete (misses major operational domains, does not disaggregate, when appropriate.) The Board supports the operational systems of the school leaders.	The Board does not monitor operational metrics – such as facilities, transportation, school culture, and enrollment metrics as appropriate for the school – or does not use data to inform decision-making.
5.5	Human Capital Oversight	All criteria for meets expectations plus: There is a strong plan for developing/maintaining a school leader pipeline, including both internal candidate development and	The Board has a leadership succession plan in place to ensure consistency in implementing the mission and vision of the school during transition of leadership. There is a school leader job description that includes clear job responsibilities and qualifications. There is a clear and substantive plan for corrective action and performance improvement, if needed. The Board evaluates the school leader at	The Board has discussed leadership succession, but has not developed any documents to support sustainability. The current job description for the school leader does not adequately describe the role. The formal plan for corrective action or performance improvement, if needed, does not sufficiently support improvement. The leader has an evaluation but it does not include student	The Board has not discussed future leadership plans. There is not a job description for the school leader or a formal plan for corrective action and performance improvement, if needed. The school leader does not receive annual evaluations.

		external partnerships for leadership development.	least annually, and the evaluation includes appropriate student achievement data. Opportunities for leader development are aligned with the needs of the leader and the school.	growth metrics. Opportunities for leader development are not aligned with the needs of the leader or school.	There are not leadership growth expectations and/or opportunities for growth provided to the school leader.
5.6	Strategic Planning	All criteria for meets expectations plus: The Board has a formal long term strategic plan that is revisited and revised as needed on an annual basis.	The Board regularly engages in strategic planning to influence the school's short and long term direction as appropriate for its stage of development. The Board spends the majority of its time on strategic conversations and decisions that are key at its stage of development, as opposed to reactive conversations and decisions. Long term planning conversations are data-driven and focused on student outcomes and organizational health.	The Board has expertise in strategy and long-term planning but spends close to half its time on reactive conversations and decisions.	The Board does not engage in strategic planning and spends the majority of its time on reactive conversations and decisions.
5.7	Community Relations	All criteria for meets expectations plus: The Board is transparent with the community in its decision-making and holds itself accountable for providing this level of transparency.	All criteria for partially meets expectations plus: The Board has members with a relationship to the school's community. Community stakeholders are engaged by the Board to promote and support the school.	There is a clear grievance policy in place for staff members to raise concerns with the Board. There is a process by which staff can provide feedback to the Board.	The Board does not have a relationship with the school community and/or there is no clear process for which staff or the community can raise concerns.
5.8	Board Systems and Structures	All criteria for meets expectations plus: The Board has clear membership requirements – including attendance requirements – and holds members accountable for meeting these expectations. The Board has a clear policy for ensuring there is a gradual turnover of Board members over time.	All criteria for partially meets expectations plus: There is a clear protocol in place for the Board to receive information in a consistent format (i.e., monthly data dashboard) aligned with goals across essential functions. All Board committees conduct in depth data-driven analyses and bring recommendations to the full Board for decision-making. The Board has key policies in place that they regularly review and revise, including but not limited to: bylaws, articles of incorporation, financial policies and procedures, and governance processes. Decisions are made in alignment with policies. The Board regularly conducts self-evaluations and secures training in any needed areas. The Board has a clear policy and procedure for recruiting, selecting, and onboarding new Board members.	The Board has policies and procedures in place that define the division of responsibilities between governance and management. The Board has all required officers in place and they are actively fulfilling the role as outlined in the job descriptions included in the bylaws. The Board keeps appropriate minutes of all meetings that are available to the public. The Board has systems and structures in place to ensure meetings are effectively run to allow for governance-level decision-making (including agendas and advance materials for Board members).	The Board does not have the required officers in place and does not have the systems and structures to allow for effective governance such as meeting agendas, appropriate minutes posted, etc.

Domain 5: Governance: The Board has structures and policies in place to ensure the following legal obligations are met.

	Evidence of Obligation Met	Insufficient Evidence of Obligation Met
Bylaws in place that outline board role and legal obligation		
Articles of incorporation in place that indicate nonprofit status		
Open meetings: posted notice of public meeting		
Financial transparency compliance (required materials posted to website)		
Financial reporting compliance (annual audits, quarterly financial statements, revised budgets)		
Regular SAC Meetings		
Mandatory reporting - attestation of training		
Minutes taken and shared		
Meeting authorizer deadlines and requirements		
Title Nine: officer and protocol in place		
SB 191: half of an educator's annual evaluation is based on Measures of Student Learning/Outcomes		