

# Evaluation Rubric

The University of St. Thomas (St. Thomas) Accountability System, including the Evaluation Framework and Evaluation Rubric will be used on an annual basis to evaluate schools, and whenever formal decisions are made about the effectiveness of a charter school in meeting its stated mission and objectives as well as the expectations set forth in its contract.

The Accountability System will be used by authorizing program staff and by the St. Thomas Charter School Authorizing Board to assess authorized schools' suitability for Contract Renewal, program expansion, and to evaluate any charter school seeking a change of authorizer.

## SECTION I – IS THE LEARNING PROGRAM A SUCCESS?

<b>1.1 MCA Proficiency: Are students performing as well as or better than the state, the resident district, and virtual comparison group on MCA math and reading exams?</b> <b>1.2a Reading</b> <b>1.2b Mathematics</b>				
1 = Does not meet standard	More than 10 percentage points below comparison groups			
2 = Approaching standard	6-10 percentage points below comparison groups			
3 = Meets standard	Within 5 percentage points of comparison groups			
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points			
	Reading Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)				
Average of demographic match schools			37.5%	
Resident district			37.5%	
State			25%	
			100%	<b>Reading Total:</b>
	Math Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned

Charter School (CS)				
Average of demographic match schools			37.5%	
Resident district			37.5%	
State			25%	
			100%	<b>Math Total:</b>

**1.1a Reading:** \_

**1.1b Mathematics:** \_\_\_\_\_

**Enter the overall score produced by the average of these two scores:** \_\_\_\_\_

**Comments/Evidence:**

**Source:** MCA data available on MDE website or school self-report if cell size is too small, Test data spreadsheets

**1.2 MCA Proficiency, State Demographic Comparison by Race/Ethnicity and FRL: Are student demographic groups (with tested cell sizes greater than 10) performing as well as or better than the statewide average for that student group? Note that for schools with greater than 70% of students qualifying for FRL, demographic categories will also be filtered by FRL status and not displayed separately. All relevant demographic groups will be individually scored per the rubric targets below and averaged to produce a score for each subject area (math/reading). The overall score for the metric is then produced by averaging the subject area scores.**

**1.2a Reading**

**1.2b Mathematics**

1 = Does not meet standard      Demographic group falls more than 10 percentage points below the state average for that group.

2 = Approaching standard      Demographic group falls 6-10 percentage points below the state average for that group.

3 = Meets standard      Demographic group falls within 5 percentage points of the state average for that group.

4 = Exceeds standard      Demographic group is exceeding statewide performance for that group by more than 5 percentage points.

	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Math Proficiency				

All		Included for information only	Included for information only	N/A – Included for information only.
Demographic Group 1			Included for information only	
Demographic Group 2 (add rows as needed)			Included for information only	
Average of math scores for each demographic group:				
	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Reading Proficiency				
All		Included for information only	Included for information only	N/A – Included for information only.
Demographic Group 1			Included for information only	
Demographic Group 2 (add rows as needed)			Included for information only	
Average of reading scores for each demographic group:				
<b>1.2a Reading:</b> _ _____				
<b>1.2b Mathematics:</b> _ _____				
<b>Enter the overall score produced by the average of these two scores:</b> _____				
<b>Comments/Evidence:</b>				
<b>Source:</b> MCA data available on MDE ‘MN Report Card’				

**1.3 MCA Growth (Comparison Group):** Are students making progress at the same or better rate as the state, resident district, and their virtual comparison group. Note that this measure uses the Minnesota Department of Education’s definition of growth as a student maintaining at a level above “Does Not Meet” or increasing their proficiency level on the MCAs from the most recent prior year of testing data to the current year of testing data.

**1.3a Reading**

**1.3b Mathematics**

1 = Does not meet standard	More than 10 percentage points below comparison groups
2 = Approaching standard	6-10 percentage points below comparison groups
3 = Meets standard	Within 5 percentage points of comparison groups
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points

	Reading Growth	Score (see criteria for 1-4 above)	Weight	Points earned
Charter				
Average of virtual comparison group			37.5%	
Resident district			37.5%	
State			25%	
			100%	<b>Reading Total:</b>
	Math Growth	Score (see criteria for 1-4 above)	Weight	Points earned
Charter				
Average of demographic match schools			37.5%	
Resident district			37.5%	
State			25%	
			100%	<b>Math Total:</b>

**1.3a Reading:** \_\_\_\_\_

**1.3b Mathematics:** \_\_\_\_\_

**Enter the overall score produced by the average of these two scores:** \_\_\_\_\_

**Comments/Evidence:**

**Source:** MCA data available on MDE website or school self-report if cell size is too small, Test data spreadsheets

**1.4 Are students performing at or above target levels, as measured using the school's selected standardized assessments?**

**1.5a Reading**

**1.5b Mathematics**

*PiM Arts High Elects to use the NWEA as its school-selected standardized assessment.*

1 = Does not meet standard	Assessments indicate that a minimal proportion of tested students performed at or above target levels (less than 40%).
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2 = Approaching standard	Assessments indicate that an inadequate proportion of tested students performed at or above target levels (40%-49%).
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3 = Meets standard	Assessments indicate that an adequate proportion of tested students performed at or above target levels (50%-65%).
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4 = Exceeds standard	Assessments indicate that a high proportion of tested students performed at or above target levels (more than 65%).
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**1.4a Reading:** \_\_\_\_\_

**1.4b Math:** \_\_\_\_\_

**Enter the overall score produced by the average of these two scores:** \_\_\_\_\_

**Comments:**

**Source:** Annual Report, End of year report, Test data spreadsheets

**1.5 Are students making substantial and adequate gains over time, as measured using the school's selected standardized assessments?**

**1.5a Reading**

**1.5b Mathematics**

*PiM Arts High Elects to use the NWEA as its school-selected standardized assessment.*

1 = Does not meet standard	Analysis indicates that a minimal proportion of tested students made expected gains (less than 40%).
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2 = Approaching standard	Analysis indicates that an inadequate proportion of tested students made expected gains (40%-49%).
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3 = Meets standard	Analysis indicates that an adequate proportion of tested students made expected gains (50%-65%).
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4 = Exceeds standard	Analysis indicates that an adequate proportion of tested students made expected gains (more than 65%).
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**1.5a Reading:** \_\_\_\_\_

**1.5b Math:** \_\_\_\_\_

**Enter the overall score produced by the average of these two scores:** \_\_\_\_\_

**Comments:**

**Source:** Annual Report, End of year report, Test data spreadsheets

**1.6 Is the school meeting state and authorizer-established targets for graduation rate?**

1 = Does not meet standard	The school's graduation rate was below 75% and did not meet state targets.
2 = Approaching standard	The school's 4-year graduation rate was between 84.9% and 75% and/or did not meet state targets.
3 = Meets standard	The school's 4-year graduation rate was between 85% and 95% and met state graduation targets.
4 = Exceeds standard	The school's 4-year graduation rate was above 95% and met state targets for graduation.

**Rating:** \_\_\_\_\_

**Comments:**

**Source:** MDE Data Analytics Request

**1.7 Does students' performance on post-secondary readiness assessments (i.e.: ACT, SAT, Accuplacer) reflect college and career readiness?**

1 = Does not meet standard	Less than 60% of students demonstrated readiness.
2 = Approaching standard	60-89% of students demonstrated readiness.
3 = Meets standard	90-94% of students demonstrated readiness.
4 = Exceeds standard	More than 95% of students demonstrated readiness.

**Rating:** \_\_\_\_\_

**Comments:**

**Source:** MDE Website

**1.8 Are students learning English (English Learners/EL students) performing at or above the state average for English Learners as measured by MCA proficiency? Note that for schools with greater than 70% of students qualifying for FRL, demographic categories will also be filtered by FRL status.**

**1.8a: Reading**

**1.8b: Math**

1 = Does not meet standard	More than 10 percentage points below state EL performance.
2 = Approaching standard	6-10 percentage points below state EL performance.
3 = Meets standard	Within 5 percentage points of state EL performance.
4 = Exceeds standard	Exceeds state EL performance by more than 5 percentage points.

**1.8a: Reading:** \_\_\_\_\_

**1.8b: Math:** \_\_\_\_\_

**Overall Rating:** \_\_\_\_\_

**Comments:**

**Source:** MDE website

**1.9 Are students receiving special education services performing at or above the state average for students receiving special education services as measured by MCA proficiency? Note that for schools with greater than 70% of students qualifying for FRL, demographic categories will also be filtered by FRL status.**

**1.9a: Reading**

**1.9b: Math**

1 = Does not meet standard	More than 10 percentage points below state special education performance.
2 = Approaching standard	6-10 percentage points below state special education performance.
3 = Meets standard	Within 5 percentage points of state special education performance.
4 = Exceeds standard	Exceeds state special education performance by more than 5 percentage points.

**1.9a: Reading:** \_\_\_\_\_

**1.9b: Math:** \_\_\_\_\_

**Overall Rating:** \_\_\_\_\_

**Comments:**

**Source:** MDE website

**1.10 Does the school's learning program exemplify the mission and vision of the school?**

1 = Does not meet standard	The learning program does not exemplify the mission and vision of the school in policy or practice, and school leadership and/or the Board do not recognize the need to synchronize the two.
2 = Approaching standard	The learning program does not exemplify the mission and vision of the school. School leadership and the Board recognize the need to synchronize the two.
3 = Meets standard	The learning program exemplifies the mission and vision of the school. Staff are able to articulate this through daily teaching.
4 = Exceeds standard	The learning program exemplifies the mission and vision of the school. Staff are able to articulate this through daily teaching. Board, academic, and operational decisions are made with the school's mission in mind.

**Rating:** \_\_\_\_\_

**Comments:**

**Source:** Site visits, ongoing correspondence, strategic plan or other documentation

**1.11 Are students accepted to and enrolling in post-secondary programs at a high rate?  
Note: Post-secondary programs can include training in the trades, vocational programs, and 2- and 4-year college programs.**

[NOTE: this is measured by a school survey 18 months after graduation and “trades” includes graduates with jobs in the performing arts.]

1 = Does not meet standard

- a. Less than 70% of students in the graduating class have been accepted into a post-secondary program
- b. Less than 50% of students in the graduating class have enrolled in a post-secondary program

2 = Approaching standard

- a. Between 70%-80% of students in the graduating class have been accepted into a post-secondary program
- b. Between 50%-60% of students in the graduating class have enrolled in a post-secondary program

3 = Meets standard

- a. Between 80%- 90% of students in the graduating class have been accepted into a post-secondary program
- b. Between 60%- 70% of students in the graduating class have enrolled in a post-secondary program

4 = Exceeds standard

- a. Over 90% of students in the graduating class have been accepted into a post-secondary program
- b. Over 70% of students in the graduating class have enrolled in a post-secondary program

**1.11a:** \_\_\_\_

**1.11b:** \_\_\_\_

**Enter the overall score produced by the average of these two scores:** \_\_\_\_\_

**Comments:**

**Source:** MDE Sleds Data, School reported data

**1.12 Are students equitably accessing rigorous coursework (AP, IB, CIS, PSEO, Honors) at high rates?**

1 = Does not meet standard

- a. Less than 30% of all students accessed one or more rigorous courses in the past year.
- b. BIPOC students accessed rigorous courses at a rate more than 10 percentage points below the rate for their white peers.
- c.

2 = Approaching standard

- a. 30-45% of all students accessed one or more rigorous courses in the past year.
- b. BIPOC students accessed rigorous courses at a rate 5-10 percentage points below the rate for their white peers.
- c.

3 = Meets standard

- a. 45%- 60% of all students accessed one or more rigorous courses in the past year.
- b. BIPOC students access rigorous courses at roughly the same rate as their white peers.

4 = Exceeds standard

- a. Over 60% of all students accessed one or more rigorous courses in the past year.
- b. BIPOC students access rigorous courses at roughly the same rate as their white peers.

**1.12a:** \_\_\_\_

**1.12b:** \_\_\_\_

**Enter the overall score produced by the average of these two scores:** \_\_\_\_\_

**Comments:**

In 2019 31% of students took AP courses, 4% took IB, 9% PSEO and 32% CIS

**Source:** MDE SLEDS Data, School Reported Data, Interview data

**SECTION 2: FINANCIAL VIABILITY – DOES THE SCHOOL EXHIBIT STRONG FISCAL HEALTH?**

<b>2.1 Does the school have an active finance committee that meets regularly and reports to the full board?</b>	
1 = Does not meet standard	The school has no active finance committee
2 = Approaching standard	The school’s finance committee meets only as needed and only to review financials and/or the finance committee does not report its findings to the full board.
3 = Meets standard	The finance committee meets monthly, examines financial statements, and provides a thorough report of its findings to the full board.
4 = Exceeds standard	The finance committee meets at least monthly and examines financial statements, as well as short and long-range financial issues. Thorough reports of findings are provided to the board.
<b>Rating: _____</b>	
<b>Comments:</b>	
<b>Source:</b> Monthly board packets; Site visits	

<b>2.2 Does the board have a fund balance policy that includes fund balance goals over time?</b>	
1 = Does not meet standard	The school board does not have a fund balance policy
2 = Approaching standard	The school board has a fund balance policy but it does not include established goals over time
3 = Meets standard	The school board has a fund balance policy including goals over time
4 = Exceeds standard	NOT APPLICABLE.
<b>Rating: _____</b>	
<b>Comments:</b>	

<b>Source:</b> Monthly board packets; Board policy manual

<b>2.3 Does the school have a clean audit with no major findings?</b>	
1 = Does not meet standard	The audit is not “clean” OR has at least one of the following: (1) a material weakness on internal controls, (2) a finding on compliance with state law, or (3) three or more other findings
2 = Approaching standard	The audit has two findings, other than internal controls or compliance, but is considered “clean”
3 = Meets standard	The audit is “clean” and has one finding, other than internal controls or compliance
4 = Exceeds standard	The audit has no findings and is “clean”
<b>Rating:</b> _____	
<b>Comments:</b>	
<b>Source:</b> Annual financial audit	

<b>2.4 Does the school establish and maintain a balanced budget?</b>	
<ul style="list-style-type: none"> <li>-Budget is approved and provided to UST before June 30;</li> <li>-Includes a cash flow projection for the year showing positive cash flow;</li> <li>-Is adjusted in a timely fashion when needed;</li> <li>-Meets established fund balance policy goals; and</li> <li>-Does not require major* program cuts)?</li> </ul> <p><b>*Major program cuts are defined as cuts that impact a school’s ability to deliver its core programming to students in a way that negatively impacts student experience.</b></p>	
1 = Does not meet standard	A budget is not approved by June 30; the budget is not adequately detailed; no cash flow projection is established; lower than expected enrollment requires major budget adjustments; or the budget does not meet the fund balance policy goals set forth by the board.
2 = Approaching standard	A detailed budget is approved before June 30 but may not include a cash flow projection for the year; established budget may require adjustment due to lower than expected

	enrollment; budget meets the fund balance policy goals set forth by the board.
3 = Meets standard	The detailed budget is approved before June 30 and includes a cash flow projection for the year; established budget is based on realistic enrollment; and is adjusted if needed. The budget meets the fund balance policy goals set forth by the board and allows for maintenance of core programming.
4 = Exceeds standard	NOT APPLICABLE
<b>Rating:</b> _____	
<b>Comments:</b>	
<b>Source:</b> Monthly board packets, UST site visits, UST meetings with business manager(s)	

<b>2.5 Budgeted Enrollment Realization: Does the school's target ADM (as established by initial board-approved budget) match its actual ADM? (Calculated as actual ADM divided by budgeted ADM.)</b>	
1 = Does not meet standard	Enrollment realization is less than 90%.
2 = Approaching standard	Enrollment realization is 90-95%.
3 = Meets standard	Enrollment realization is greater than 95%.
4 = Exceeds standard	NOT APPLICABLE
<b>Rating:</b> _____	
<b>Comments:</b>	
<b>Source:</b> Monthly board packets, UST site visits, UST meetings with business manager(s)	

<b>2.6 Does the school have sufficient cash on hand to meet its near-term obligations?</b>	
1 = Does not meet standard	The school has fewer than 30 days cash on hand.
2 = Approaching standard	The school maintains 30-59 days cash on hand.
3 = Meets standard	The school maintains a minimum of 60 days cash on hand or is meeting

	the cash on hand requirements of its bond covenants, whichever is greater.
4 = Exceeds standard	NOT APPLICABLE
<b>Rating:</b> _____	
<b>Comments:</b>	
<b>Source:</b> Annual Report, Auditor Report, Financial Statements, Board policies	

<b>2.7 For established schools (in operation for at least 4 years) does the school have a sufficient fund balance?</b>	
1 = Does not meet standard	The school's fund balance is less than 10% of annual expenditures.
2 = Approaching standard	The school's fund balance is between 10-15% of annual expenditures.
3 = Meets standard	The school's fund balance is more than 15% of annual expenditures.
4 = Exceeds standard expenditures AND	The school's fund balance is more than 20% of annual overall academic outcomes fall within the 'meets standard' range.
<b>Rating:</b> _____	
<b>Comments:</b>	
<b>Source:</b> Annual Report, Auditor Report, Financial Statements, Board policies	

<b>2.8 Is the school meeting bond covenants (if applicable)?</b>	
1 = Does not meet standard	The school is not meeting one or more bond covenants.

2 = Approaching standard	The school is meeting all bond covenants in the current year, but has been out of compliance with one or more covenants in the past three years.
3 = Meets standard	The school has consistently met all bond covenants.
4 = Exceeds standard	Not Applicable
<b>Rating:</b> _____	
<b>Comments:</b>	
<b>Source:</b> Annual Report, Auditor Report, Financial Statements, Board policies	

**SECTION 3: IS THE ORGANIZATION EFFECTIVE AND WELL RUN?**

<b>3.1 Do all board members meet the statutory requirements for initial and ongoing training on board roles and responsibilities, governance, finance and employment practices?</b>	
1 = Does not meet standard	Three or more board members are/have been out of compliance during the school year.
2 = Approaching standard	Two or fewer board members are/have been out of compliance during the school year.
3 = Meets standard	All board members meet training requirements
4 = Exceeds standard	NOT APPLICABLE.
<b>Rating: _____</b> <b>Comments:</b>	
<b>Source:</b> Monthly board packets, UST site visits, Statement of compliance sheet	

<b>3.2 Does the board understand and comply with the Open Meeting Law and maintain orderly records including its bylaws, policies, board/committee minutes, and board packets?</b>	
1 = Does not meet standard	The board does not understand the requirements of the Open Meeting Law and has been out of compliance more than once in the last year and/or the board does not maintain its records in an orderly fashion
2 = Approaching standard	The board exhibits working knowledge of the requirements of the Open Meeting Law and has been out of compliance no more than once in the last year and maintains its records properly, with minor exceptions.
3 = Meets standard	The board understands and meets the requirements of the Open Meeting Law and maintains its records in an orderly fashion.
4 = Exceeds standard	NOT APPLICABLE
<b>Rating: _____</b> <b>Comments:</b>	
<b>Source:</b> Board minutes, ongoing correspondence, UST site visits	

**3.3 Are all the school's educational staff appropriately licensed?**

1 = Does not meet standard	At least one educational staff is not appropriately licensed or does not hold appropriate and current waivers or variances.
2 = Approaching standard	At least one educational staff has been on a waiver or variance for more than one year.
3 = Meets standard	All educational staff are appropriately licensed.
4 = Exceeds standard	NOT APPLICABLE

**Rating:** \_\_\_\_\_  
**Comments:**

**Source:** MDE STAR Discrepancy Reports (self-reported data, crosscheck with licensure file checks) D-1

**3.4 Does the school complete criminal background checks in accordance with MN Statute and UST expectations?**

1 = Does not meet standard	The school cannot certify that it completes criminal background checks of staff and the board.
2 = Approaching standard	The school certifies that it completes criminal background checks of the staff but not the board.
3 = Meets standard	The school certifies that it completes criminal background checks of staff and the board, as required by school policy.
4 = Exceeds standard	NOT APPLICABLE

**Rating:** \_\_\_\_\_  
**Comments:**

**Source:** UST site visit, board chair interview, background check policy

**3.5 Is the school compliant with other applicable law? Note that this measure includes, but is not limited to:**

- Meeting admissions and enrollment practice/policy requirements
- Meeting governance model requirements

1 = Does not meet standard      The school is not in compliance with other applicable law.

2 = Approaching standard      NOT APPLICABLE

3 = Meets standard      The school is in compliance with other applicable law.

4 = Exceeds standard      NOT APPLICABLE

**Rating:** \_\_\_\_\_

**Comments:**

**Source:** UST site visit, board chair interview, background check policy

**3.6 Do all board members exhibit understanding of the role of the board and utilize nonprofit governance best practices including:**

- Understanding of board and school leader roles (governance vs. management)
- Annual board self-evaluation
- Annual school-leader evaluation
- Annual approval of professional development plan for school leader (if applicable)
- Annual evaluation of Educational Service Provider (CMO/EMO) if applicable
- Orientation process for new members
- Regular Strategic planning (at least once every five years)

1 = Does not meet standard      At least some board members do not understand the role of the board and the role of the school leader. Board policies and practices are not transparent or not present. Board meetings often address issues not central to the role of the board and/or fail to address core functions such as leader evaluation and school financial/academic health.

2 = Approaching standard      Some board members, but not all, exhibit understanding of their roles as board members and the role of the school leader. Board policies and practices are not always transparent and/or are not fully developed. The board inconsistently addresses issues central to its role such as leader evaluation, leader professional development plan approval (if applicable), and school financial/academic health.

3 = Meets standard	The Board exhibits understanding of its role and the role of the school leader. The board policies and practices are generally transparent, and systems are in place to maximize effectiveness of the board, including an orientation process for new members, annual board self-evaluation, annual leader (and EMO/CMO if applicable) evaluation, annual approval of leader development plan (if applicable) and a plan for conducting and tracking initial and ongoing training. The board engages in regular strategic planning. The board is able to adequately sustain its membership through recruitment efforts.
4 = Exceeds standard	NOT APPLICABLE
<b>Rating:</b> _____	
<b>Comments:</b>	
<b>Source:</b> Site visits, ongoing correspondence, board minutes, interview with board chair	

<b>3.7 Does the board regularly review, update, and approve its bylaws and policies such that they maintain compliance with state law and current best practices?</b>	
1 = Does not meet standard	Board policies and/or bylaws are outdated and not reviewed regularly.
2 = Approaching standard	Board policies and/or bylaws are reviewed and approved as needed, but are not comprehensively reviewed on a regularly scheduled basis.
3 = Meets standard	Board policies and bylaws are reviewed for content and legal compliance, updated, and approved on a regularly scheduled basis, no less than once every three years.
4 = Exceeds standard	NOT APPLICABLE
<b>Rating:</b> _____	
<b>Comments:</b>	
<b>Source:</b> Board minutes, board policies, Governance binder, UST site visit	

**3.8 Does the board submit a complete board packet (including agenda, minutes, director report, other relevant documents, check register, cash flow sheet, enrollment report, balance sheet and income and expense report), to be received by all members of the board, school leadership, and UST at least three days prior to all board meetings?**

1 = Does not meet standard	Board packets are not submitted on time AND are incomplete
2 = Approaching standard	Board packets are submitted on time (more than 75 percent of the time) but incomplete OR not submitted on time (less than 75 percent of the time) but complete
3 = Meets standard	Board packets are submitted on time (more than 75 percent of the time) and complete
4 = Exceeds standard	NOT APPLICABLE
<b>Rating:</b> _____	
<b>Comments:</b>	
<b>Source:</b> Monthly board packets; Board materials tracking document (G-1 CS info)	

<b>3.9 Is the school fulfilling its legal obligations related to access and services to English Learners (ELs)? This includes maintaining an established EL program with a written plan for service at all grade and proficiency levels, securing appropriate staffing, supplying relevant professional development to all staff, ensuring that information on student EL status is available to all classroom teachers, and following MN Standardized Statewide EL Procedures for identification, entrance, and exit. The school ensures that staff have appropriate training, hold appropriate licenses, and are familiar with current legislation and research related to best practices for serving EL students.</b>	
1 = Does not meet standard	The school is <u>not</u> fulfilling its legal obligations regarding ELs and requires substantial improvement
2 = Approaching standard	The school is fulfilling all of its legal obligations regarding ELs but requires some improvements
3 = Meets standard	The school is fulfilling its legal obligations regarding ELs and requires no considerable improvements
4 = Exceeds standard	NOT APPLICABLE
<b>Rating:</b> _____	
<b>Comments:</b>	
<b>Source:</b> UST site visits, Reference EL Packet, Formalized complaints at MDE, or Critical Elements review (SP-1)	

**3.10 Is the school fulfilling its legal obligations related to access and services to students with individual education plans (IEPs)? (i.e. The school has a TSES manual that is school-specific and board-approved; has a special education director actively involved in working with special education staff and school leadership; effectively contracts with entities to provide services to students when necessary; completes annual IEP meetings on time; has been subject to no investigations related to special needs students; and has received a clean audit by MDE in the last audited school year. The school ensures that staff have appropriate training and are familiar with current legislation and research related to best practices for serving students with IEPs.)**

1 = Does not meet standard	The school is not fulfilling its legal obligations regarding students with special needs and requires substantial improvement
2 = Approaching standard	The school is fulfilling all of its legal obligations regarding students with special needs but requires some improvements
3 = Meets standard	The school is fulfilling its legal obligations regarding students with special needs and requires no considerable improvements
4 = Exceeds standard	NOT APPLICABLE

**Rating:** \_\_\_\_\_

**Comments:**

**Source:** UST site visits, Reference: special education investigation search on MDE website and special education training materials; Special education director interview

**3.11 Does the school have a high attendance rate?**

1 = Does not meet standard	The attendance rate is less than 85 percent
2 = Approaching standard	The attendance rate is between 85 and 89.9 percent
3 = Meets standard	The attendance rate is 90-94.9 percent
4 = Exceeds standard	The attendance rate is more than 95 percent

**Rating:** \_\_\_\_\_

**Comments:**

**Source:** Annual reports, MDE website (data downloads)

<b>3.12 Is the school able to maintain a high percentage of teacher retention?</b>	
1 = Does not meet standard	Fewer than 70 percent of teachers remained at the school last year (excluding retirements).
2 = Approaching standard	Between 70 and 84 percent of teachers remained at the school last year (excluding retirements).
3 = Meets standard	More than 85 percent of teachers remained at the school last year (excluding retirements).
4 = Exceeds standard	Over the course of the contract (or at least 3 years) teacher retention has consistently remained high (>85 percent)
<b>Rating: _____</b> <b>Comments:</b>	
<b>Source:</b> Annual report	

<b>3.13 Does the school generally retain its students from October 1<sup>st</sup> through the close of the school year?</b>	
1 = Does not meet standard	Student retention rates are more than 10% below the school's agreed-upon target rates.
2 = Approaching standard	Student retention rates are 5-10% below the school's agreed-upon target rates.
3 = Meets standard	The school is consistently fully enrolled. Student retention rates are within 5% or above the school's agreed-upon target rates
4 = Exceeds standard	NOT APPLICABLE
<b>Rating: _____</b> <b>Comments:</b>	
<b>Source:</b> Annual report, renewal application	

<b>3.14 Does the school exhibit a high level of parent satisfaction?</b>	
1 = Does not meet standard	Less than 75% of parents surveyed indicate they are satisfied with the school OR the school failed to achieve a response rate greater than 35%.
2 = Approaching standard	More than 75% but less than 85% of parents surveyed indicate they are satisfied with the school and the school achieved a response rate greater than 35%.
3 = Meets standard	More than 85% but less than 95% of parents surveyed indicate they are satisfied with the school and the school achieved a response rate greater than 35%.
4 = Exceeds standard	At least 95% of parents surveyed indicated they are satisfied with the school and the school achieved a response rate greater than 35%.
<b>Rating: _____</b>	
<b>Comments:</b>	
<b>Source:</b> Annual report, School parent satisfaction survey--overall satisfaction indicator	

<b>3.15 Is the school's physical plant safe and conducive to learning?</b>	
1 = Does not meet standard	The facility requires much improvement in order to provide a safe environment that is conducive to learning. Significant health and safety requirements have not been met OR the school lacks many conditions such as the following: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students.
2 = Approaching standard	Significant health and safety requirements are being met, but the facility needs some improvement in order to provide a safe environment that is conducive to learning. It partially – but not fully – provides conditions such as the following: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in

	each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students.
3 = Meets standard	Significant health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students.
4 = Exceeds standard	All health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students. Additionally, the facility meets the mission of the school.
<b>Rating:</b> _____ <b>Comments:</b>	
<b>Source:</b> Authorizer observation	

**3.16 Does the school have appropriate structures in place to effectively identify and support students needing academic accommodations (either acceleration or remediation), mental health supports or other supports in a timely fashion?**

1 = Does not meet standard

The school does not have adequate systems to identify students needing supports. When students are identified the systems in place move slowly, taking weeks or months to execute the eventual support. Communication within systems is poor and internal/external stakeholders (teachers, school staff, parents, students) do not always receive timely or adequate communication.

2 = Approaching standard

The school has systems to identify students needing supports, but they may not always work as designed. When students are identified the systems in place move at a moderate pace, taking several weeks to a month to execute the eventual support. Communication within systems is patchy and internal/external stakeholders (teachers, school staff, parents, students) receive communication, but it may not always be timely or adequate.

3 = Meets standard

The school has systems to identify students needing supports, which work reliably and are used regularly by individuals throughout the system (teachers, paraprofessionals, administrators, counselors, parents, etc.). When students are identified the systems in place move efficiently, taking days or weeks to execute the needed support. Communication within systems is reliable and internal/external stakeholders (teachers, school staff, parents, students) receive all necessary communication in a clear and timely fashion.

4 = Exceeds standard

The school has systems with built in redundancies (multiple opportunities for reporting) to identify students needing support. The systems work reliably and are used regularly by individuals throughout the system (teachers, paraprofessionals, administrators, counselors, parents, etc.). When students are identified the systems in place move efficiently, taking hours or days to execute the needed support unless mandated timelines are longer. Communication within systems is reliable and internal/external stakeholders (teachers, school staff, parents, students) receive all necessary communication in a clear and timely fashion.

**Rating:** \_\_\_\_\_

**Comments:**

**Source:** Site visits, ongoing correspondence, interviews

**3.17 There are opportunities and structures in place for families to engage in their child's education**

[NOTE: Engagement is defined as school staff and families interacting to work toward the growth and betterment of their student]

1 = Does not meet standard

- a. The school does not have a plan to communicate academic performance and other pertinent school information, nor does the school have a formalized process to elicit feedback from families. Additionally, information is only communicated to families in one language.
- b. Less than 45% of families/guardians participated in any engagement opportunity.

2 = Approaching standard

- a. The school has a plan to communicate academic performance and other pertinent school information, however the implementation of this plan is inconsistent. Additionally, the school's processes for eliciting feedback from families is still in its developing stages, and information is only communicated to families in one language.
- b. Between 45- 55% of families/guardians participated in an engagement opportunity.

3 = Meets standard

- a. The school has a comprehensive plan to communicate academic performance and other pertinent school information with families, which is consistently executed with fidelity. The school has a formalized process to elicit feedback from families. Additionally, information is communicated to families in multiple languages.
- b. Between 55- 65% of families/guardians participated in an engagement opportunity.

4 = Exceeds standard

- a. The school has a comprehensive plan to communicate academic performance and other pertinent school information with families, which is consistently executed with fidelity. The school has a formalized process to elicit feedback from families, and information is collected and utilized in a timely manner. Additionally, information is communicated to families in multiple languages, and families report feeling valued.
- b. More than 65% of families/guardians participated in an engagement opportunity.

**Rating:** \_\_\_\_\_

**Comments:**

**Source:** Site visits, ongoing correspondence, interviews, quarterly conferences, IEP meetings, academic support meetings, and survey responses, event attendance, administrative interactions, and contribution to the school in time or resources.

**3.18 Is the school committed to anti-racism and equity by engaging in/ providing the following:**

- **Representative/ Culturally relevant curriculum**
- **Specific staff/ board trainings**
- **Board and staff composition**
- **Opportunities for members of the school community to provide feedback on the school's diversity, equity, and inclusion practices and policies**

1 = Does not meet standard	Staff do not engage in cultural competency training. The board/ staff are not representative of the students the school serves and there is no plan to engage the school's broader community.
2 = Approaching standard	Staff/ Board members inconsistently engage in cultural competency training. The school is committed to recruiting staff/ board members who are representative of their school's community as evident by recruitment practices.
3 = Meets standard	Students/ families of all backgrounds report that the school feels welcoming and accepting. Staff/ Board members regularly engage in cultural competency training, and equity is included in the school's strategic plan. The school routinely engages the school's broader community, as evidenced by staff/ board composition. And the school utilizes a curriculum that is not only representative of the student's it serves; it also represents a multitude of backgrounds and perspectives.
4 = Exceeds standard	NOT APPLICABLE

**Rating:** \_\_\_\_

**Comments:**

**Source:** Site visits, ongoing correspondence, interviews

**3.19 Is the school committed to creating a welcoming and inclusive environment that is open to all students? This is evidenced by the following:**

- **Marketing/outreach targets socioeconomically and racially diverse populations**
- **Materials available in multiple languages**

<ul style="list-style-type: none"> <li>● <b>Robust EL/ SPED Programming</b></li> <li>● <b>Enacting policies that reduce enrollment barriers</b></li> </ul>	
1 = Does not meet standard	The school’s marketing strategy marginalizes or ignores students from diverse backgrounds and/or those who are low income. Materials are only available in English. The school has an undeveloped EL or SPED program. Additionally, school policies and practices are not transparent and/or result in accessibility barriers for low income students and students of color.
2 = Approaching standard	The school’s marketing strategy includes a plan to recruit students from diverse backgrounds and/or those who are low income. However, materials are only available in English. The school has an underdeveloped EL or SPED program. School policies and practices are generally transparent and do not create accessibility barriers for low income students or students of color.
3 = Meets standard	The school’s marketing strategy includes an actionable plan to recruit students from diverse backgrounds and/or those who are low income. The plan is actively utilized. Materials are available in multiple languages and the school has robust EL and SPED programs. Additionally, school policies and practices are clear, transparent, and do not have negative impacts on low income students or students of color.
4 = Exceeds standard	NOT APPLICABLE
<p><b>Rating:</b> ____</p> <p><b>Comments:</b></p>	
<p><b>Source:</b> Site visits, ongoing correspondence, interviews</p>	