

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.

Please note that the rubric below represents a template that will be modified to enable UST to appropriately evaluate each of its authorized schools.

SECTION I – IS THE LEARNING PROGRAM A SUCCESS?

1.1 3rd Grade MCA Reading Proficiency: Are students proficient in reading?	
1 = Does not meet standard	Less than 40% of are proficient in reading.
2 = Approaching standard	40-55.0% of students are proficient in reading.
3 = Meets standard	55.1%-75.0% of students are proficient in reading.
4 = Exceeds standard	More than 75% of students are proficient in reading.
Rating: Enter the number that most closely matches your assessment: _____ Comments/Evidence:	
Data Source: Minnesota Department of Education School Report Card, Test Data spreadsheets	

1.2 MCA Proficiency: Are students performing as well as or better than the state, the resident district, comparable schools on MCA math and reading exams? 1.2a Reading 1.2b 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 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%	Reading Total:
	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%	Math Total:

1.2a Reading: ____

1.2b 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

1.3 MCA Proficiency, State Demographic Comparison by Race/Ethnicity and FRL:

Are students' demographic groups (with tested cell sizes greater than 10) performing as well as or better than the statewide average for that student group? 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.

1.3a Reading

1.3b 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
Reading Proficiency				
All		Included Information Only	Included Information Only	N/A Included Information Only
Demographic Group 1			Included Information Only	
Demographic Group 2 (add rows as needed)			Included Information Only	
Average of reading scores for each demographic group:				
	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Math Proficiency				
All		Included Information Only	Included Information Only	N/A Included Information Only
Demographic Group 1			Included Information Only	
Demographic Group 2 (add rows as needed)			Included Information Only	
Average of math scores for each demographic group:				

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 'MN Report Card'

1.4 MCA Progress: Are students maintaining or moving toward proficiency? Note: Maintaining proficiency is defined as students who were proficient (meeting or exceeding) remaining in either the meeting or exceeding category. Moving toward proficiency is defined as a student moving up one or more 'levels' (does not meet to partially meets; partially meets to proficient, etc.). Growth rates will exclude any students who opt out of taking the MCA. The percentage will also include students making growth within proficiency bands.

1.4a Reading

1.4b Mathematics

1 = Does not meet standard	Less than 35% of students are maintaining or moving toward proficiency.
2 = Approaching standard	35-50% of students are maintaining or moving toward proficiency.
3 = Meets standard	51.1%-65% of students are maintaining or moving toward proficiency.
4 = Exceeds standard	More than 65% of students are maintaining or moving toward proficiency.

1.4a Reading: ____

1.4b Mathematics: ____

Enter the overall score produced by the average of these two scores: ____

Comments/Evidence:

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

1.5 MCA Growth (Comparison Group): Are students making progress at the same or better rate as the state, resident district, and their comparables schools 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 School (CS)				
Average of demographic match schools			37.5%	
Resident district			37.5%	
State			25%	
			100%	Reading Total:
	Math Growth	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%	Math Total:

1.5a Reading: ____

1.5b 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

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

1.6a Reading

1.6b Mathematics

SPCPA elects to use the NWEA as its school-selected standardized assessment.

***Only students who have attended SPCPA for 1 school year, October 1 through the end of the school year, are included in final ratings.**

1 = Does not meet standard	Assessments indicate that a minimal proportion of tested students, enrolled for one complete school year, performed at or above target levels (less than 40%).
2 = Approaching standard	Assessments indicate that an inadequate proportion of tested students, enrolled for one complete school year, performed at or above target levels (40%-49%).
3 = Meets standard	Assessments indicate that an adequate proportion of tested students, enrolled for one complete school year, performed at or above target levels (50%-65%).
4 = Exceeds standard	Assessments indicate that a high proportion of tested students, enrolled for one complete school year, performed at or above target levels (more than 65%).
1.6a Reading: _____ 1.6b Math: _____ Enter the overall score produced by the average of these two scores: _____ Comments:	
Source: Annual Report, End of year report, Test data spreadsheets	

1.7 Are students* making substantial and adequate gains over time, as measured using the school's selected standardized assessments? 1.7a Reading 1.7b Mathematics <i>SPCPA elects to use the NWEA as its school-selected standardized assessment.</i> *Only student who have attended SPCPA for 1 school year, October 1 through the end of the school year, are included in final ratings.	
1 = Does not meet standard	Analysis indicates that less than 40% of tested students made expected gains.
2 = Approaching standard	Analysis indicates that 40% - 50% of tested students made expected gains.
3 = Meets standard	Analysis indicates that 51% - 65% of tested students made expected gains.

4 = Exceeds standard	Analysis indicates that more than 65% of tested students made expected gains.
1.7a Reading: _____ 1.7b Math: _____ Enter the overall score produced by the average of these two scores: _____ Comments:	
Source: Annual Report, End of year report, Test data spreadsheets	

1.8 Is the school meeting state and authorizer-established targets for graduation rate?	
1 = Does not meet standard	The school's graduation rate was below 70% and did not meet state targets.
2 = Approaching standard	The school's 4-year graduation rate was between 70.1 – 80% and/or did not meet state targets.
3 = Meets standard	The school's 4-year graduation rate was between 80.1% and 90% and met state graduation targets.
4 = Exceeds standard	The school's 4-year graduation rate was above 90.1% and met state targets for graduation.
Rating: _____ Comments:	
Source: MDE Data Analytics Request	

1.9 Does students' performance on post-secondary readiness assessments, in this case the ACT or SAT, reflect college and career readiness?	
1 = Does not meet standard	Less than 60% of students demonstrated readiness
2 = Approaching standard	60-80% of students demonstrated readiness.
3 = Meets standard	80.1-95% of students demonstrated readiness.
4 = Exceeds standard	More than 95% of students demonstrated readiness.
Rating: _____ Comments:	

Source: MDE Website (SLEDs), Annual report

1.10 Is the school meeting its school-specific academic goal(s)? SPCPA's secondary purpose is to encourage and the use of innovative and different teaching methods.

SPCPA's target for 2026 is for at least 90% of graduates to apply to college with 100% of those applicants gaining acceptance to at least ONE institution of their choice.

1 = Does not meet standard	School has clearly not met any of its school-specific academic goals (below 80% apply /90% acceptance)
2 = Approaching standard	School is making progress toward meeting all its school-specific academic goals (80% apply/90% acceptance).
3 = Meets standard	School has met its school-specific academic goals (90% apply/100% acceptance).
4 = Exceeds standard	School has met all school-specific academic goals and clearly exceeded expectations for one or more of those goals.

Rating: _____

Comments:

Source: Annual report

1.11 Are students learning English (English Learners/EL students) performing at or above the state average for English Learners as measured by MCA proficiency or ACCESS based on school's choice?

1.11a: Reading

1.11b: 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.

1.11a: Reading: _____

1.11b: Math: _____

Overall Rating: _____

Comments:

Source: MDE website

1.12 Are students receiving special education services performing at or above the state average for students receiving special education services as measured by MCA proficiency?

1.12a: Reading

1.12b: 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.

1.11a: Reading: _____

1.11b: Math: _____

Overall Rating: _____

Comments:

Source: MDE website

1.13 Early Learning: Are preschool and/or prekindergarten students performing at or above target levels on their final assessment, as measured using the school's selected preK and/or kindergarten readiness assessments?

1 = Does not meet standard	Assessments indicate that a minimal proportion of tested students performed at or above target levels (less than 40%).
2 = Approaching standard	Assessments indicate that an inadequate proportion of tested performed at or above target levels (40%-50%).
3 = Meets standard	Assessments indicate that an adequate proportion of tested performed at or above target levels (50.1%-65%).
4 = Exceeds standard	Assessments indicate that a high proportion of tested students performed at or above target levels (more than 65%).

Rating: _____

Comments:

Source: Annual Report, School Selected Assessment Data Spreadsheet

1.14 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**1.15 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.****1 = Does not meet standard**

- a. Less than 60% of students in the graduating class have been accepted into a post-secondary program
- b. Less than 40% of students in the graduating class have enrolled in a post-secondary program

2 = Approaching standard

- a. Between 60-70% of students in the graduating class have been accepted into a post-secondary program
- b. Between 40-50% of students in the graduating class have enrolled in a post-secondary program

3 = Meets standard

a. Between 70.1%-85% of students in the graduating class have been accepted into a post-secondary program b. Between 50.1%-60% of students in the graduating class have enrolled in a post-secondary program
4 = Exceeds standard a. Over 85% of students in the graduating class have been accepted into a post-secondary program b. Over 60% of students in the graduating class have enrolled in a post-secondary program
1.15a: _____ 1.15b: _____ Enter the overall score produced by the average of these two scores: Comments:
Source: MDE Sleds Data, Annual Report (School reported data)

1.16 Are students equitably accessing college and/or career preparation opportunities (e.g. AP, IB, CIS, PSEO, Honors, “Advanced” classes, NHS, apprenticeships, and internships) at high rates over the course of the school year?
1 = Does not meet standard a. Less than 30% of all students accessed one or more college and/or career preparation opportunities in the past year. b. BIPOC students accessed college and/or career preparation opportunities at a rate more than 10 percentage points below the rate for their white peers.
2 = Approaching standard a. 30-45% of all students accessed one or more college and/or career preparation opportunities in the past year. b. BIPOC students accessed college and/or career preparation opportunities at a rate of 5-10 percentage points below the rate for their white peers.
3 = Meets standard a. 45.1%- 60% of all students accessed one or more college and/or career preparation opportunities in the past year b. BIPOC students access college and/or career preparation opportunities at roughly the same rate as their white peers.
4 = Exceeds standard

- a. Over 60% of all students accessed one or more college and/or career preparation opportunities in the past year.
- b. BIPOC students access college and/or career preparation opportunities at roughly the same rate as their white peers.

1.16a: _____

1.16b: _____

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

Comments:

Source: MDE Sleds Data, Annual Report (School reported data)

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

2.1 Does the school have an active finance committee that meets regularly and reports to the full board?

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.

Rating: _____

Comments:

Data Source: Monthly board packets; Annual Report, Site visits

2.2 Does the board have a fund balance policy that includes fund balance goals over time?

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.

Rating: ____

Comments:

Data Source: Monthly board packets; Board policy manual, Quarterly Report

2.3 Does the school have a clean audit with no major findings?

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	NOT APPLICABLE.

Rating: ____

Comments:

Data Source: Annual financial audit

2.4 Does the school establish and maintain a balanced budget?

- **Budget is approved and provided to UST before June 30;**
- **Includes a cash flow projection for the year showing positive cash flows**
- **Is adjusted in a timely fashion when needed;**

- Meets established fund balance policy goals; and
- Does not require major* program cuts?

**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.*

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.

Rating: ____

Comments:

Data Source: Monthly board packets, UST site visits, UST meetings with business manager(s)

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.)

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.

Rating: ____

Comments:

Data Source: Monthly board packets, Quarterly Report, UST site visits, UST meetings with business manager(s)

2.6 Does the school have sufficient cash on hand to meet its near-term obligations?

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

Rating: ____

Comments:

Data Source: Annual Report, Auditor Report, Financial Statements, Board policies

2.7 For established schools (in operation for at least 4 years) does the school have a sufficient fund balance?

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	The school's fund balance is more than 20% of annual expenditures AND overall academic outcomes fall within the 'meets standard' range.

Rating: ____

Comments:

Data Source: Annual Report, Auditor Report, Financial Statements, Board policies

2.8 Is the school meeting bond covenants (if applicable)?	
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
Rating: _____ Comments:	
Data Source: Annual Report, Auditor Report, Financial Statements, Board policies	

SECTION 3: IS THE ORGANIZATION EFFECTIVE AND WELL RUN?

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?	
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
Rating: _____ Comments:	
Data Source: Monthly board packets, UST site visits, Statement of compliance sheet	

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?

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

Rating: ____

Comments:

Data Source: 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:

Data 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:

Data 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
- Meeting Title IX regulations (e.g. policies/procedures, trainings, Title IX Coordinator)

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:

Data Source: Website compliance check, Quarterly Report, UST site visit, board chair interview

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
Rating: ____	
Comments:	
Data Source: Site visits, ongoing correspondence, board minutes, interview with board chair	

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?

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
Rating: ____ Comments:	
Data Source: Board minutes, board policies, Governance binder, Quarterly Report, 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
Rating: ____ Comments:	
Data Source: Monthly board packets; Board materials tracking document (G-1 CS info)	

3.9 Is the school fulfilling its legal obligations related to access and services to English Learners (ELs)? This includes:

- Following MN Standardized Statewide EL Procedures for identification
- Following MN Standardized Statewide EL Procedures for entrance and exit
- Maintaining an established EL program with a written plan for service at all grade and proficiency levels
- Securing appropriate staffing levels with staff who hold appropriate licenses and have knowledge of current legislation and research based best practices for serving EL students
- Supplying relevant professional development to all staff
- Following a board approved language access plan that specifies the school's process and procedures to render effective language assistance to students and adults who communicate in a language other than English
- Ensuring that information on student EL status is available to all classroom teachers
- Providing staff with appropriate training

1 = Does not meet standard	The school is not 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

Rating: ____

Comments:

Data Source: 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)? This includes

- Having a school-specific TSES manual that is board-approved
- Engaging a special education director who is actively involved in working with special education staff and school leadership
- Securing appropriate staffing levels with staff who hold appropriate licenses and have knowledge of current legislation and research based best practices for serving students with IEPs
- Contracting with entities to provide effective services to students when necessary

• Completing annual IEP meetings on time • Having been subject to no investigations related to special needs students that resulted in findings • Having no findings related to special education funding on annual financial audit • Providing staff with appropriate training	
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:	
Data Source: Quarterly report, UST site visits, Reference: special education investigation search on MDE website and special education training materials; Special education director interview	

3.11 Is the school fulfilling its legal obligations related to the delivery of a quality Prekindergarten instructional program. This includes:	
• Ensuring Early Childhood Health and Developmental Screening is complete • Securing appropriate staffing. • Supplying relevant professional development to all staff. • Implementing culturally responsive comprehensive child assessment/s. • Utilizing the Early Childhood Indicators of Progress (ECIPs). • Supporting an effective transition to Kindergarten. • Referring students to community-based resources as needed.	
1 = Does not meet standard	The school is not fulfilling its legal obligations regarding preK students and requires substantial improvement
2 = Approaching standard	The school is fulfilling all of its legal obligations regarding preK students but requires some improvements
3 = Meets standard	The school is fulfilling its legal obligations regarding preK students and requires no considerable improvements
4 = Exceeds standard	NOT APPLICABLE

Rating: ____

Comments:

Data Source: Site Visits, Interviews, Quarterly Reports

3.12 Does the school have a high attendance rate?

1 = Does not meet standard	The attendance rate is more than 10 percentage points below the state average.
2 = Approaching standard	The attendance rate is 6-10 percentage points lower than the state average.
3 = Meets standard	The attendance rate is within 5 percentage points of the state average.
4 = Exceeds standard	The attendance rate exceeds the state average by 5 percentage points or more.

Rating: ____

Comments:

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

3.13 Is the school able to maintain a high percentage of teacher retention over the course of the full school year?

1 = Does not meet standard	Fewer than 70 percent of teachers with FTEs of .5 and above remained at the school last year (excluding retirements).
2 = Approaching standard	Between 70 and 84 percent of teachers with FTEs of .5 and above remained at the school last year (excluding retirements).
3 = Meets standard	More than 85 percent of teachers with FTEs of .5 and above 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) among teachers with FTEs of .5 and above

Rating: ____

Comments:

Data Source: Annual reports

3.14 Are the school's teachers and staff participating in a broad base of professional development in service of students' academic and behavioral needs and supportive of the school's mission? Types of development opportunities include, but are not limited to:

- **Required health and safety trainings.**
- **IX training processes.**
- **Supporting students with IEPs.**
- **Supporting English Learners.**
- **Mission-related.**
- **Equity and cultural relevance.**

1 = Does not meet standard	The school a limited number of training opportunities. Participation in professional development is low, with less than 50% of staff participate in the opportunities.
2 = Approaching standard	The school offers a menu of development opportunities that include required trainings. Participation in most or all of these trainings is presented as optional resulting in low participation (less than 50% of staff participate).
3 = Meets standard	The school offers a menu of development opportunities that include required trainings as well as learning opportunities that forward the school's academic, behavioral and mission-related priorities. Participation is mandated for required trainings.
4 = Exceeds standard	The school offers a robust menu of development opportunities that include required trainings as well as learning opportunities that forward the school's academic, behavioral and mission-related priorities. Including opportunities for subject-area and curriculum-specific trainings. Participation is mandated for required trainings.

Rating: ____

Comments:

Data Source: Annual report (Professional Development Tracking Chart)

3.15 Does the school generally retain its students from October 1st through the close of the school year?

1 = Does not meet standard	Student retention rates are more than 10% below the school's agreed-upon target rate of 90%
2 = Approaching standard	Student retention rates are 5-10% below the school's agreed-upon target rate of 90%.
3 = Meets standard	The school is consistently fully enrolled. Student retention rates are within 5% or above the school's agreed-upon target rate of 90%
4 = Exceeds standard	NOT APPLICABLE

Rating: _____

Comments:

Data Source: Annual report, renewal application

3.16 Does the school exhibit a high level of parent satisfaction as measured by the following?

3.16a The percentage of parents surveyed who "agree" or "strongly agree" that they would recommend the school to a friend.

3.16b Survey response rate

1 = Does not meet standard

3.16a Less than 70% of parents surveyed indicate they would recommend the school to friend.

3.16b The school's survey response rate was less than 25%.

2 = Approaching standard

3.16a 75-85% of parents surveyed indicate they would recommend the school to a friend.

3.16b The school's survey response rate was 25-35%.

3 = Meets standard 3.16a 85.1-95% of parents surveyed indicate they would recommend the school to a friend. 3.16b The school's survey response rate was 35.1-45%.
4 = Exceeds standard 3.16a 95% or more of parents surveyed indicate they would recommend the school to a friend. 3.16b The school's survey response rate was great than 45%.
3.16a Rating: _____ 3.16b Rating: _____ Overall Rating: _____ Comments:
Data Source: Annual report, School parent satisfaction survey--overall satisfaction indicator

3.17 Is the school's physical plant safe and conducive to learning? This includes: • Providing adequate security. • Meeting health and safety code requirements. • Providing accessibility for all students. • Ensuring the facility, furniture and equipment is clean and well-maintained • Providing appropriate sized spaces for enrollment and student-teacher ratios. • Layout and design meet the academic and social needs of students, teachers, staff, families and the community.	
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.
Rating: ____ Comments:	
Data Source: Authorizer observation	

3.18 Does the school have systems and structures in place to effectively identify and support students needing academic and/or behavioral supports in a timely fashion? This includes:

- A clear process to identify students needing support, understood and implemented consistently.
- A robust system of tiered supports.

- **Timely execution of these supports.**
- **Use of data to evaluate the effectiveness of supports and the system.**
- **Effective communication between stakeholders (teachers, school staff, families, and students).**

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 understood and 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 understood and 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:

Data Source: Quarterly report, Site visits, ongoing correspondence, interviews

3.19 There are opportunities and structures in place for families to engage in their child's education that include the following:

3.19a Processes to communicate academic performance and other pertinent school information that are accessible to families including the consideration of language needs (e.g. conferences).

3.19b Processes to elicit feedback from families are accessible and seek to reach the broader school community including consideration of language needs. Feedback processes include but are not limited to an annual survey.

3.19c Opportunities for parents/guardians to support their child's education and/or the school (e.g. volunteering, parent organization, family events).

1 = Does not meet standard

- a. The school does not have a plan to communicate academic performance and other pertinent school information. Communication is not available in languages other than English.
- b. The school does not have a plan to elicit feedback from families or the plan reaches only a limited set of families.
- c. Less than 25% 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 or in the development phase.
- b. The school has a plan for eliciting feedback from families representing the broad school community, however, implementation of this plan is inconsistent or in the development phase.
- c. Between 25.1 - 40% 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. The plan includes an awareness of the language preferences and needs of families and strategies for providing communication multiple languages as needed.
- b. The school has a comprehensive plan to elicit feedback from all families. The plan includes an awareness of the language preferences and needs of families, strategies for providing communication multiple languages as needed and methods for ensuring representation from the broad school community.
- c. Between 40.1 - 55% 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 executed with fidelity. School survey data and interviews with families provide evidence of parent satisfaction with home-school communications.
- b. The school has a formalized process to elicit feedback from families reflective of the broad school community, which is executed with fidelity. The school is able to demonstrate how family feedback is reviewed and utilized in a timely manner. School survey data and interviews with families provide evidence of parent knowledge of and satisfaction with feedback opportunities.
- c. More than 55% of families/guardians participated in an engagement opportunity.

3.19a Rating: _____

3.19b Rating: _____

3.19c Rating: _____

Overall Rating: _____

Comments:

Data Source: Site visits, ongoing correspondence, interviews

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

3.20a. Marketing/outreach targets socioeconomically and racially diverse populations, which includes having materials available in multiple languages.

3.20b Enrollment policies and practices are accessible and transparent. Supports are available to families as needed to navigate the application and enrollment process.

3.20c. The school demonstrates a commitment to cultivating a board and staff that is reflective of the student population.

1 = Does not meet standard

- a. 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.
- b. Enrollment policies and practices are not transparent and/or result in accessibility barriers for low income students and students of color.
- c. The board and staff are not representative of the students the school serves.

2 = Approaching standard

- a. The school's marketing strategy includes a plan to recruit students from diverse backgrounds and/or those who are low income. However, implementation of the plan is inconsistent and materials are only available in English.
- b. Enrollment policies and practices are transparent. However, families encounter challenges navigating the enrollment process.

c. While the board and/or staff are not representative of the students the school serves, the school is committed to recruiting board members and staff who are representative and has identified recruitment strategies to this end.	
3 = Meets standard a. 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. b. School enrollment policies and practices are clear and easily navigated by families. Methods for accessing support for families needing assistance are readily apparent. c. The school employs strategies to recruit and retain board members and staff who are representative of the student population. Board and staff composition reflect these efforts.	
4 = Exceeds standard	NOT APPLICABLE
3.20a Rating: _____ 3.20b Rating: _____ 3.20c Rating: _____ Overall Rating: _____ Comments:	
Data Source: Quarterly report, Site visits, ongoing correspondence, interviews	