WOODLAND PARK SCHOOL DISTRICT
CHARTER SCHOOL EVALUATION RUBRIC

The Evaluation Rubric (Rubric) is the final section of the Woodland Park School District Charter School Application (2021). This Charter School Application and Rubric is the result of a collaborative effort that involved the Colorado Association of Charter School Authorizers, (CACSA) the Colorado Department of Education (CDE) Schools of Choice Unit, the Colorado Charter School Institute (CSI) and the Colorado League of Charter Schools (CLCS). It is intended as a resource for Colorado charter school authorizers who desire to have a charter school application and rubric that is aligned to statute and reflects best practice. The Evaluation Rubric is a tool for both the Authorizer and reviewers, and the charter school applicant and planning team. The Authorizer and reviewers may use the Rubric to determine the quality of applications and to make approval decisions. The charter applicant may use the Rubric to guide the writing of their application and self-evaluate their application prior to submission to the Authorizer. Each main Application Section of the Rubric is mandated by state statute.

Overall Evaluation Factors
The Overall Section Rating provides a holistic evaluation of the application that considers each indicator as well as the Applicant's ability to clearly and comprehensively present the proposed school. The following factors are considered in the evaluation of the application.
- Comprehensiveness – The new school proposal has all essential pieces of the school's plan.
- Support - All statements are backed up with data, citations, or expert testimony.
- Mission Alignment – All pieces of the plan are working towards the same purpose.
- Cohesion – All pieces of the plan are integrated together.

Reviewer Note: Reviewers who are not evaluating the application in its entirety but instead are evaluating certain sections, should consider the aforementioned factors in their review.

Application Deal Breakers
The Rubric identifies sections of the application that are considered essential to opening a quality school, and typically appear as an Authorizer's more heavily weighted requirements. (These sections are identified with a ^ symbol.) It is anticipated a developer should only apply to an authorizer if all of these essential sections are developed to a level that inspires confidence in the reviewer team.

Rating Descriptions

Rating	Characteristics
Fully Developed	The response reflects a thorough understanding of key issues, such that the reviewer has essentially no unanswered questions about the section. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to implement the criteria; and inspires confidence in the applicant's capacity to carry out the plan effectively. Examples or evidence are provided for all appropriate sections.
Mostly Developed	The response addresses or meets an appropriate level of expectation for these criteria, leaving only a few clarifying questions for the reviewer. Examples or evidence are provided for all appropriate sections if available. If examples or evidence are unavailable, a timeline to include or submit this information is stated in the application.
Partially Developed	The response meets the criteria in some respects but has substantial gaps in several areas, leaving a number of questions remaining for the reviewer. Examples and evidence may be found in a few appropriate sections.
Not Developed	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out. No examples or evidence are provided.

A. Executive Summary: The majority of elements required in this section are evaluated throughout the remainder of the rubric; only elements not captured in other sections of the application are included.

The application describes the student population based on publicly available demographic data including racial/cultural, socioeconomic, special needs, ELLs, and achievement data for the proposed school's area and comparable schools. The educational program reflects an understanding of the identified student population.	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Overall Rating & Supporting Narrative:
☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Strengths:

Concerns:

Key Questions:

Interview Strengths:

Interview Concerns:

Interview Key Questions:

B. Vision & Mission Statements:

The vision statement clearly describes the school's proposed impact on the community. *The mission statement clearly describes how the school will accomplish this vision, with a focus on the target student population.*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Overall Rating & Supporting Narrative:
☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Strengths:

Concerns:

Key Questions:

Interview Strengths:

Interview Concerns:

Interview Key Questions:

C. Goals, Objectives, & Pupil Performance Standards:

The applicant articulates annual and interim goals for the school that align to the school's vision and mission, relate to state and authorizer performance indicators, and accelerate student achievement. There is a clear rationale for the development of the stated goals and plan for addressing performance gaps.	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Overall Rating & Supporting Narrative:
☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Strengths:

Concerns:

Key Questions:

Interview Strengths:

Interview Concerns:

Interview Key Questions:

D. Purpose & Evidence of Support:	
The applicant provides sufficient evidence that an adequate number of parents, pupils, and community members support the formation of the charter school, including a sufficient number of parents and pupils intending to enroll in the school should it open.	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Overall Rating & Supporting Narrative:
☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Strengths:

Concerns:

Key Questions:

Interview Strengths:

Interview Concerns:

Interview Key Questions:

E. Educational Program:	
Rationale: *There is a strong research-based rationale for the selection of educational model, curriculum, and instruction that is evidence-based and effective with the target population. This includes Include a description of how the school developed a curriculum that is culturally responsive and free of bias.*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed
Alignment: *The proposed curriculum is already aligned vertically and horizontally as well as to the state model content standards and school's mission and vision across all grade levels, or there is a reasonable plan for aligning the curriculum prior to the school's opening. If applicable, the applicant provides information for high school course offerings, graduation plans, and credits.*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed
Instructional Strategies: *The applicant provides a strong rationale for the school's instructional philosophy, including the process and methods used to differentiate the curriculum, the research to support the selected instructional model with the target population, the alignment to educational program, and the extent to which technology will be implemented into the educational program. The school's proposed calendar and bell schedule support the school's mission and meet state and authorizer requirements.*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed
Supplemental Programming: *Proposed supplemental programming is thoroughly described and aligns with the school's educational program.*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Overall Rating & Supporting Narrative:
☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Strengths:

Concerns:

Key Questions:

Interview Strengths:

Interview Concerns:

Interview Key Questions:

F. Plan for Evaluating Pupil Performance:	
The applicant proposes a thorough plan for evaluating student performance across the curriculum, that considers both student needs and the effectiveness of the educational program, has appropriate systems for maintaining and monitoring student information and using information to make changes to the educational program as appropriate, and includes procedures for taking corrective action in the event that performance falls below goals and standards.	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Overall Rating & Supporting Narrative:
☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Strengths:

Concerns:

Key Questions:

Interview Strengths:

Interview Concerns:

Interview Key Questions:

G. Budget & Finance:

Establishing Business Operations: *The applicant describes reasonable, functional and accountable business operations.*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed
Budget Narrative: *The budget is based on realistic revenue and expenditures, and budget details are based on valid assumptions, and enable the school's mission to be realized. There is a sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed
Year-Zero Budget & Five-Year Budget: *The Year-Zero Budget demonstrates a complete, realistic, and viable start-up and the 5-Year balanced operating budget illustrates alignment with the educational, organizational, and school growth plans as described in each section of the application.*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed
Special Populations: *The budget clearly commits resources toward serving special populations such as students identified as educationally disadvantaged, students with IEPs, 504 Plans, English Language Learners, gifted and talented and homeless students.* ❏ *What does the school need to budget for special populations during the first year of operation?* ❏ *What is the school's understanding of how the authorizer allocates special education funds?* ❏ *Does the school need to prepare financially to enroll a student or students with significant special needs?* ❏ *Is the school considering a special education reserve for unexpected educational expenses?*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Overall Rating & Supporting Narrative:
☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Strengths:

Concerns:

Key Questions:

Interview Strengths:

Interview Concerns:

Interview Key Questions:

H. Governance:

Founding Board/Steering Committee Members: *The board consists of a wide range of experienced members with the capacity to oversee a successful school, and a commitment to do so. There is a clear description of the transition to a formal board, the nature and extent of parent/community involvement in the board, and draft board member agreements and conflict of interest statements.*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Board Procedures: *The applicant includes bylaws and articles of incorporation, and the details of board membership, meeting frequency, and member expectations are thoroughly addressed and align with the proposed school.* *Proposed procedures align with statutory compliance requirements.*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed
Board Internal Accountability: *The applicant describes how the board will review, assess, and hold itself accountable for strong governance practices, such as evaluating the school leader, compliance with applicable regulations, and defining its role.*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Overall Rating & Supporting Narrative:
  ☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Strengths:

Concerns:

Key Questions:

Interview Strengths:

Interview Concerns:

Interview Key Questions:

I. Employees:

Employment: *The applicant clearly describes the relationship between charter and employees and includes a draft or plan for employment policies and procedures (such as job descriptions, organizational charts, etc.).* *The applicant describes the school's teacher evaluation system and its alignment with the intent of SB191.*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed
Professional Development: *The applicant explains the core components of teacher and staff development and how these components will support effective implementation of:* ❏ *The school's mission, vision, values;* ❏ *The proposed educational program including the educational program terms;* ❏ *Educational equity, inclusion, and student agency;* ❏ *Instructional practices proven to be effective with the proposed student population, including all diverse learners and at-risk student populations; and* ❏ *Performance data collection, analysis, and use to improve student learning and evaluate the school's culture and climate.*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Overall Rating & Supporting Narrative:
  ☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Strengths:

Concerns:

Key Questions:

Interview Strengths:

Interview Concerns:

Interview Key Questions:

J. Insurance Coverage:

Proposed insurance coverage aligns with statutory and District-mandated requirements and aligns with what the school is proposing within the application.	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Overall Rating & Supporting Narrative:
☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Strengths:

Concerns:

Key Questions:

Interview Strengths:

Interview Concerns:

Interview Key Questions:

K. Parent & Community Involvement:

The applicant provides evidence of parent and community involvement in the development of the school as well as the ongoing support of the school once opened. *The applicant addresses outreach efforts conducted to date and planned for the future that reach all student populations, including at-risk students.* *The applicant provides opportunities to solicit feedback from stakeholders.* *The applicant identifies reasonable plans for external partnerships to support the school.*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Overall Rating & Supporting Narrative:

Strengths:

Concerns:

Key Questions:

Interview Strengths:

Interview Concerns:

Interview Key Questions:

L. Enrollment Policy:

The applicant details a plan for recruitment of all students, including special populations. *The proposed enrollment policy and priorities for enrollment are non-discriminatory and align with district policy and procedures and state statutes as applicable.*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Overall Rating & Supporting Narrative:
☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Strengths:

Concerns:

Key Questions:

Interview Strengths:

Interview Concerns:

Interview Key Questions:

M. Transportation & Food Services:

If the school plans to offer transportation, the applicant provides an explanation of a transportation plan that meets the needs of the school. *If the school does not plan to offer transportation, the applicant describes any alternative means for meeting students' transportation needs.*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed
If the school plans to offer food services, the applicant provides an explanation of a food service plan to meet the needs of the school. *If the school does not plan to offer food services, the applicant provides an explanation of how students qualifying for free or reduced price meals would be accommodated.*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Overall Rating & Supporting Narrative:
☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Strengths:

Concerns:

Key Questions:

Interview Strengths:

Interview Concerns:

Interview Key Questions:

N. Facilities:

Needs Assessment: *The applicant provides a comprehensive facility needs assessment that aligns with the proposed school program.*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed
Facility Options: *The applicant provides a realistic timeline and resource allocation for the identification, selection, construction/repair, and/or lease/contract negotiation for a facility that meets the requirements identified in the needs assessments.* *The applicant provides a plan for ensuring student safety and security, including anticipated costs.*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Overall Rating & Supporting Narrative:
☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Strengths:

Concerns:

Key Questions:

Interview Strengths:

Interview Concerns:

Interview Key Questions:

O. Waivers:

The applicant provides a list of state statutes and district policies for which waivers are being requested and provides adequate rationale and replacement plans.	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Overall Rating & Supporting Narrative:
☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Strengths:

Concerns:

Key Questions:

Interview Strengths:

Interview Concerns:

Interview Key Questions:

P. Student Discipline, Expulsion, or Suspension:

The applicant provides a discipline policy that aligns with statute and policy and provides appropriate details for addressing student discipline, expulsion, and suspension. ● *Complies with state law, limiting reasons that may be used to justify expulsion or suspension of students in preschool through grade 2;* ● *Is culturally responsive and provides the opportunity for all students to achieve personal and academic success;* ● *Describes how the school will ensure fairness and equity in the administration of discipline*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed
The applicant describes how the school's approach to discipline is culturally responsive, consistent with the school's proposed culture and climate, and provides the opportunity for all students to achieve personal and academic success.	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Overall Rating & Supporting Narrative:
☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Strengths:

Concerns:

Key Questions:

Interview Strengths:

Interview Concerns:

Interview Key Questions:

Q. Serving Students with Special Needs:

The applicant provides a plan for serving students with special needs that includes appropriate discussion of the following High-Quality Special Population Program Planning items.	

*1. **Human Resources:***
 	
 ❑ *Approximately how many students with disabilities do the founders estimate that the school will enroll?*
 	
 ❑ *If the school will be responsible for providing special education:*
 	
      o *How many special education teachers will the school need to employ?*
 	
      o *What kind of certification will the special education teachers need?*
 	
      o *What are the state's teacher and special education teacher qualifications standards?*
 	
      o *How many special service providers will the school need to employ?*
 	
      o *What will the ratio of student: service provider be and is it aligned with best practice?*
 	
      o *Will the school hire dual-certified teachers?*
 	
      o *Will the school hire part-time or retired special education teachers?*
 	
      o *Will the school need to hire staff for health-related issues?*
 	
      o *What are the implications for salaries and benefits if the school hires full- versus part-time employees?*
 	
 ❑ *If an LEA will be responsible for all, or part of, special education in the school:*
 	
      o *Will the school be required to contract with an LEA for the purposes of special education?*
 	
      o *If the school needs to work with an LEA, how will it negotiate with the LEA to ensure its students will receive appropriate services?*
	☐ Fully Developed
	 ☐ Mostly Developed
	 ☐ Partially Developed
	 ☐ Not Developed

*2. **Curriculum and Assessment:*** ❑ *How will the school modify the curriculum and instructional delivery to address the unique needs of children with disabilities?* ❑ *How can the school train general and special education teachers to modify/adapt the curriculum and instructional approach for children with disabilities in inclusive classrooms while meeting requirements of IEPs?* ❑ *How will the school include children with disabilities in required assessments or develop alternate assessments?* ❑ *How will curriculum and assessment decisions be considered and monitored by IEP teams and staff?*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed
*3. **Professional Development:*** ❑ *How will the school provide special education and general education teachers with professional development?* ❑ *Will general education and special education teachers need any specialized professional development related to educating and including children with disabilities?* ❑ *Does the district or the state operate a professional development program or network that the school can utilize?*	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

4. Administration: ❑ Who will administer the special education program? ❑ Who will be responsible for collecting, managing, and reporting data related to children with disabilities? ❑ Will the founders create their own system to administer special education or will they adopt the policies/procedures dictated by the authorizer, local district, or other administrative unit? ❑ How will the school handle student records and other school property appropriately in the event of closure of the charter school?	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

5. Facilities:
 	
❑ If the school will be responsible for special education evaluations and services:
 	
   o Where will it conduct student evaluations?
 	
   o Where will it conduct IEP meetings?
 	
   o Where can it store confidential student records?
 	
   o Where will it provide pullout services?
 	
   o Where will related services personnel meet with individual students?
 	
   o Will entrances, classrooms, common areas, and bathrooms be accessible to individuals—including adults—with physical disabilities?
 	
   o Will the facility have space for a nurse to store and administer medications or use medical equipment?
 	
   o If the school uses some type of online learning, how the school will administer evaluations and maintain electronic document security in a virtual environment?
	☐ Fully Developed
	☐ Mostly Developed
	☐ Partially Developed
	☐ Not Developed

MTSS/RTI: The plan also provides a comprehensive description of the monitoring for all students to determine universal, targeted, or intensive needs.	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Overall Rating & Supporting Narrative:
☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Strengths:

Concerns:

Key Questions:

Interview Strengths:

Interview Concerns:

Interview Key Questions:

R. Dispute Resolution Process:	
The applicant sets forth a method for resolving disagreements which arise from the school's charter contract between a charter school and its chartering district, in compliance with statutory requirements.	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Overall Rating & Supporting Narrative:
☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Strengths:

Concerns:

Key Questions:

Interview Strengths:

Interview Concerns:

Interview Key Questions:

S. School Management Contracts:

The applicant demonstrates the effectiveness of the proposed school management provider academically, operationally and financially, includes a rationale for the selection of this provider, and identifies any existing or potential conflicts of interest between provider and school and board stakeholders.	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed
The applicant provides a draft management contract as an attachment, which addresses the cost, length of contract, and the process to evaluate, oversee, renew, or terminate the contract without adversely affecting the viability of the school.	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed
The applicant provides a draft EMP Management Plan as an attachment that adequately describes evidence of EMP capacity, division of roles and responsibilities, cost and compensation structure, clear identification of all payments to be paid to the EMP, the employer of record for EMP and school staff, and a board approved plan for how the EMP will be evaluated.	☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Overall Rating & Supporting Narrative:
☐ Fully Developed ☐ Mostly Developed ☐ Partially Developed ☐ Not Developed

Strengths:

Concerns:

Key Questions:

Interview Strengths:

Interview Concerns:

Interview Key Questions:

Overall Recommendation: (for reviewers providing a Recommendation on the application)
Risk Factors (Reviewers should summarize risk factors, as applicable, from the application for consideration by the authorizer in acting on the application. Generally, risk factors inform the reviewer's overall recommendation—approval or denial—as well as proposed conditions and milestones to address identified risk factors to the extent possible.)
Recommendation ☐ Approve (complete the proposed conditions/milestones below if applicable) ☐ Deny (do not complete the proposed conditions/milestones below)
Proposed Conditions (to be fulfilled before execution of the contract and based on identified weaknesses in the proposal)
Proposed Milestones (to be fulfilled after execution of the contract and before the opening of the school and based on identified weaknesses in the proposal)