## Tool 9: Summative Evaluation Rubric: Guidance & Equity Sections

This tool creates a snapshot of the degree to which a charter application adheres to the authorizer’s performance framework. The sample rubric below is aligned with the equity sections (Access and Supporting All Students) in the sample performance framework provided in this Toolkit. Authorizers should also align the criteria in their evaluation rubric with the academic, organizational, and financial domains of their performance frameworks.

Authorizers should complete the rubric based on the category evaluations completed by the review team. It can be provided to the school board to inform their decisions on new charter applications and charter renewals. It can also be used to provide written feedback to existing charters during the annual review process. In this sample evaluation rubric, each member of the review team would recommend ratings for each category.

Authorizers can design a rating system that works best for them. Below is one option:

* “Meets” Standards
* “Approaches” Standards
* “Does not Meet” Standards

Authorizers should then determine how to calculate an **overall domain rating**. Below is one potential system:

* A domain with all “Meets” standards ratings will receive an overall domain rating of “Meets” standards .
* A domain with some combination of “Approaches” standards and “Meets” standards category ratings will receive an overall domain rating of “Approaches” standards.
* A domain with one or more “Does not Meet” standards rating will receive an overall domain rating of “Approaches” standards or “Does not Meet” standards.

Authorizers should establish **outcomes** based on ratings. Below is one potential system:

* Applications with “Meets Standards” ratings in all five domains will receive an approval recommendation to be considered by the school board.
* Applications with “Approaches Standards” ratings in one or two domains and “Meets Standards” ratings in all other domains will receive an “Approval with Conditions” recommendation to be considered by the school board.
* Applications with one or more “Does Not Meet Standards” rating will receive a rejection recommendation to be considered by the school board.
* Applications with other ratings will be presented to the school board without approval or rejection recommendations.

Charter Application Summative Evaluation Rubric

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| **Access***Charter schools are public schools and must protect the rights of all students. Charter schools should employ practices that ensure equitable access and eliminate any barriers for students enrolling or remaining in their charter school. The following policies and practices should be present in all charter schools:* | **Overall****Domain Rating:**  | **⬜ Meets****⬜ Approaches** **⬜ Does not Meet** |
| **Recruitment, Enrollment, and Retention:**  |  Rating: | ⬜ Meets⬜ Approaches ⬜ Does not Meet |
| **Recruitment practices** should actively seek a student body that reflects the diversity of students’ communities of origin. Charter schools should develop detailed plans regarding how they will disseminate information to prospective students and families, including efforts to reach families with diverse racial, ethnic, linguistic, and socioeconomic backgrounds and students with disabilities. For example: * Enrollment targets and, ultimately, enrollment levels should reflect the needs and diversity of the local community.
* Make all enrollment materials publicly accessible and available in the community’s most commonly spoken languages.
* Receive new applications at any time of the year, regardless of the date of the lottery or the length of the waitlist.
* Prominently post and timely update on the school’s public website the school’s enrollment capacity, current enrollment numbers, and length of the waitlist by grade.
* Never charge any application or enrollment fees or condition student enrollment on any other fees owed by parents/guardians.
* Never require mandatory parent volunteer hours.
* Never request that parents/guardians provide social security numbers.
* Never inquire into the immigration status of a student or their family.
* Never discriminate against families from seeking enrollment due to race, ethnicity, religion, gender, disability, language, country of origin, socioeconomic status, or any other basis that would be illegal for a traditional public school. This includes never discouraging enrollment or indicating that the school would not be equipped to provide a student services that they are legally entitled to.
* Compliance with lottery guidelines and, if applicable, use of lottery weights to enroll a diverse student body.
 | *Notes, Comments, or Evidence:* |
| **Enrollment practices** should comply with state and federal law and follow best practices with regard to admissions, lottery, waitlist, withdrawal, re-enrollment, and transfer policies. For example: * The school’s application for enrollment requires only the following fields: student name, address, date of birth and/or age, gender, grade applying for, current school and grade, parent or legal guardian name, relationship to student, relationship to school if applicable, contact information, sibling name(s), school, and grade.
* Enrollment materials only require proof of age and address, home language survey, immunization record, and parent registration statements. The school accepts at least two forms of documentation to demonstrate proof of age and residency.
* “Backfill” – i.e., Regardless of the time of year or grade level, when students leave, the school promptly enrolls new students, either from new applications or from the enrollment waitlist.
* Participate in the federal free and reduced-price lunch program (or provide a comparable free meals program).
* Request student records from previous schools, but never condition enrollment upon receipt of those records.
* If permissible under the law and available for public schools in the community, charter schools should participate in a unified enrollment system.
* Never encourage current students/families to withdraw from the school due to academic or behavioral performance (i.e., do not counsel out students).
* Regularly report data on retention rates and make this data available to the public.
 | *Notes, Comments, or Evidence:* |
| **Student Discipline/School Culture:**  |  Rating  | ⬜ Meets⬜ Approaches ⬜ Does not Meet |
| **Code of conduct and/or discipline policy** should align with the school’s mission, provides due process for students at all levels of infractions, and includes plans to prevent discipline disparities. For example:* Students may not be subject to disciplinary action due to race, sex, color, religion, sexual orientation, national origin, or disability.
* School has adopted a non-punitive code of conduct and/or discipline policy that emphasizes positive behavior and includes plans to prevent discipline disparities.
* Disciplinary policies and practices do not exceed the authority legally granted to schools in that they are reasonable, not unconstitutionally vague, are limited to regulating conduct that occurs when students are under school supervision, provide due process, and do not violate students’ civil rights to expression, religion, and equal protection.
* The student Code of Conduct is differentiated for early childhood students and does not allow suspension of early childhood students for minor offenses.
* Describes compulsory attendance and truancy policy; student Code of Conduct requires an attendance conference before referral of truancy matters to a legal entity and prohibits suspension, expulsion, or transfer due to truant behavior.
* Assurances that students will not be counseled out, or advised to voluntarily withdraw from the school, due to disciplinary or academic issues.
* Description of alternative placement procedures for students, including students with disabilities.
* Training for school staff on discipline, including preventing disparities, handling violence, crisis management, trauma-informed responses to discipline, and drug/alcohol incidents.
 | *Notes, Comments, or Evidence:* |
| Policies clearly outline **suspension and expulsion** procedures, including separate procedures for students with disabilities, English Language Learners, and other at-risk students. For example:* Student behavior expectations and discipline policy are documented and in compliance with Chapter 12 of the PA School Code.
* A student may not receive an in-school or out-of-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.
* When suspension exceeds three school days, the student and parent shall be given the opportunity for an informal hearing.
* Formal hearing policy is in place for all expulsion decisions. Parents or guardians will be given at least three days’ notice of the time and place of a hearing conducted by the school board or an independent hearing officer.
* Code of Conduct references manifestation determination or due process in disciplinary hearings for special education students.
* The parents or guardians and the authorizer shall be notified immediately in writing when a student is expelled.
 | *Notes, Comments, or Evidence:* |
| While observing cell size protections in accordance with the Family Educational Rights and Privacy Act (FERPA), **disaggregated data** on student discipline should be regularly reported to the public. | *Notes, Comments, or Evidence:* |
| **Supporting All Students***Charter schools should serve all students equitably and protect the civil rights of historically marginalized students.* | **Overall****Domain Rating:**  | **⬜ Meets****⬜ Approaches** **⬜ Does not Meet** |
| **Supporting Students with Disabilities**  | Rating:  | ⬜ Meets⬜ Approaches ⬜ Does not Meet |
| **Systems** should identify, serve, and monitor the progress of students with disabilities, including educating students with disabilities in the Least Restrictive Environment. For example: * Policies and practices are in place to identify and assess students who may be eligible to receive special education and related services.
* Policies and practices are in place to develop, review, and revise IEPs.
* Polices and practices are in place to reevaluate students in compliance with applicable federal and state law.
* Policies and practices are in place to integrate special education into the general education program.
* Policies and practices are in place to enroll students with disabilities and obtain all special education documents from the previous school attended, including IEPs, evaluations, and reevaluations.
 | *Notes, Comments, or Evidence:* |
| **Programming** should ensure that all students receive a Free Appropriate Public Education, including specially designed instruction, accommodations and modifications, and a continuum of placements available for students with all types of disabilities; systems are in place to modify curricula and instructional delivery in order to meet the unique needs of students with disabilities. For example: * School has written description of instructional strategies used for educating special education students and gifted students.
* An alternative curriculum is available to students as necessary.
* Modified assessments are available.
* Description of how the school will account for students by disability category in accordance with Chapter 711.
 | *Notes, Comments, or Evidence:* |
| **Compliance** with all legal requirements of IDEA, Section 504, ADA, and applicable state laws, including Chapter 711-Charter School Services and Programs for Children with Disabilities. For example: * Child Find Notice is posted to the charter school’s website.
* School is in compliance with IDEA and FAPE requirements for special education.
* All of the school’s special education teachers are certified.
* Facilities meet the legal requirements of ADA and Section 504.
* Transportation accommodations are being met.
* School engages in timely reporting on the usage of restraints on students to Pennsylvania Department of Education’s Bureau of Special Education Restraint Information System Collection (“RISC”)
* School provides parents/guardians or teachers of a child with a disability the right to request a re-evaluation at any time.
* Provisions are in place to ensure confidentiality and recordkeeping practices consistent with FERPA.
 | *Notes, Comments, or Evidence:* |
| **Supporting English Learners (ELs)**  | Category Rating:  | ⬜ Meets⬜ Approaches ⬜ Does not Meet |
| Plans are in place to identify and appropriately place ELs into a Language Instruction Educational Program (LIEP), monitor their progress, and exit students from EL services when appropriate. For example:* A plan to identify ELs at the time of enrollment, notify parents/guardians of the identification and programming options, and appropriately place students into a LIEP.
* School provides timely and accessible notices to families who are Limited English Proficient (LEP) in their preferred language and in their preferred mode of communication.
* The school administered the ACCESS for ELs evaluation to each student identified as needing English language support.
* The school establishes LIEP program exit criteria and exits students appropriately.
 | *Notes, Comments, or Evidence:* |
| Policies that ensure equitable access to the curriculum for ELs at all language proficiency levels, including plans to incorporate English language development into all classes. For example:* Policies that ensure equitable access for ELs at all language proficiency levels by offering research-based sheltered or bilingual instruction.
* For schools with at least one EL student enrolled, all ESL teachers are appropriately certified.
* Plan for incorporating English language development into all classes, including how teachers will offer supports, modifications, and accommodations that allow ELs to access course standards.
* School materials are available in multiple languages, and responsive to regional demographics.
* Evidence of professional development for general education teachers in supporting ELs.
 | *Notes, Comments, or Evidence:* |
| Compliance with all legal requirements and civil rights protections. For example:* The school ensures the right to enrollment by developing a clear policy and delivering training to staff about unlawful questions including a student or parent’s immigration status and country of birth.
* The school implements a compliant process for identifying English Learners, including submission of a home language survey and WIDA.
* The school notifies parents/guardians in writing of placement in a WIDA program and screening outcomes in their preferred language.
* The school provides supports needed to ensure ELs can participate in all programs including vocational-tech classes, advanced courses, and extracurricular activities.
 | *Notes, Comments, or Evidence:* |
| **Supporting Other Students Who Have Been Historically Underserved**  | Category Rating:  | ⬜ Meets⬜ Approaches ⬜ Does not Meet |
| Plans are in place to ensure that students in poverty, students experiencing homelessness, and students who are system-involved (including students in foster care or other out of home placement, students in or returning from juvenile justice placement, and other students receiving services from the child welfare system) receive services and programming to ensure equal access. For example: * Plans are in place to identify, assess, and monitor the progress of general education students in need of targeted academic interventions.
* School implements effective strategies to boost academic achievement, retention, and graduation of at-risk pupils.
* Partnerships and other outside resources are utilized to meet the academic and developmental needs of students
* Counseling services are provided either by certified staff or outside agencies.
* Progress has been made towards eliminating gaps in student outcomes (including academic achievement, attendance retention, discipline, and graduation rates).
 | *Notes, Comments, or Evidence:* |
| Plans are in place to address the needs and monitor progress of students and comply with all legal mandates, including the federal McKinney-Vento Homeless Assistance Act and Every Student Succeeds Act. For example: * At least 70% of low-income students accessing school lunch are also served breakfast.
* Student enrollment status is never lost due to loss of residence or other out-of-home placement, such as foster care or juvenile justice placement. If students are temporarily unable to attend school due to out-of-home placement, their enrollment seat should be reserved for them upon return from placement.
* To ensure compliance with the mandates of the federal McKinney-Vento Homeless Assistance Act, charter schools should reserve an appropriate number of enrollment slots each year to ensure automatic enrollment of students experiencing homelessness as required by the law.
* Policies and practices are in place to ensure that McKinney-Vento-eligible students have equal access to classes and extracurricular activities, uniforms, and transportation (including specialized transportation, where required).
 | *Notes, Comments, or Evidence:* |
| C*omplete Rubrics should also include Academic, Organizational, and Financial criteria. Authorizers can use the blank template below to complete the applicable evaluation criteria below aligned to the* [*performance framework*](#_Tool_1:_Pre-Authorizing)*.* |
| **Access***Charter schools are public schools and must protect the rights of all students. Charter schools should employ practices that ensure equitable access and eliminate any barriers for students enrolling or remaining in their charter school. See recommended indicators above.* | **Overall****Domain Rating:**  | **⬜ Meets****⬜ Approaches** **⬜ Does not Meet** |
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| **Supporting All Students***Charter schools should serve all students equitably and protect the civil rights of historically marginalized students. See recommended indicators above.* | **Overall****Domain Rating:**  | **⬜ Meets****⬜ Approaches** **⬜ Does not Meet** |
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| **Academic***Charter schools should improve learning opportunities for all students and encourage new and innovative teaching methods.* | **Overall****Domain Rating:**  | **⬜ Meets****⬜ Approaches** **⬜ Does not Meet** |
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| **Organizational** *Charter schools should be effective, viable organizations that adhere to their mission and vision, support program delivery, and establish appropriate systems and policies.* | **Overall****Domain Rating:**  | **⬜ Meets****⬜ Approaches** **⬜ Does not Meet** |
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| **Financial***Charter schools should be fiscally sound organizations.* | **Overall****Domain Rating:**  | **⬜ Meets****⬜ Approaches** **⬜ Does not Meet** |
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