



WASHINGTON STATE
Charter School Commission
STUDENTS • INNOVATION • TRANSPARENCY

2019 CHARTER SCHOOL PROSPECTUS EVALUATION RUBRIC

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Washington State Charter School Commission

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ABOUT THIS DOCUMENT

Introduction

The Charter School Prospectus Evaluation Rubric (Rubric) provides reviewers with a means of determining the quality of a charter school prospectus submission.

Before being assigned to reviewers, submissions will have already been reviewed for completeness by Washington State Charter School Commission staff. The Prospectus Info Sheet will not receive a rating as its contents are administrative in nature.

The criteria and several indicators of quality are provided for each section of the Prospectus. A proposal that adequately addresses the section will score a “Sufficient” for that section. A submission scoring an “Insufficient” on a section would only partially meet the expectation.

Participation in the Prospectus process is separate and distinct from the annual New Charter School Application solicitation. Ratings of “sufficient” and positive feedback provided by reviewers on the Prospectus in no way guarantee a similar result in the evaluation of the New Charter School Application. Additionally, in order to maintain an independent evaluation process, reviewers who score a school’s prospectus submission will exempt themselves from evaluating a school’s complete New Charter School Application.

Rating Characteristics

The evaluation team assesses each Prospectus against the *Rubric*. In general, the following definitions guide evaluator ratings:

Sufficient

Clear and complete response to all aspects, demonstrates capacity.

Insufficient

Partial, lacking details, minimal demonstration of understanding or capacity.

Section 1: Executive Summary		
Topic	Rating	
	Insufficient	Sufficient
School Plan, Mission, Vision, and Goals	The mission statement has little or no description of the students and community to be served, school goals, what success will look like.	The executive summary has provided a clear school plan with a description of the students and community to be served, a mission and vision statement, measurable long-term goals , what success will look like.
Geographic Location	The applicant has provided little to no description of the geographic location of the school, and/or a strong rationale for selecting the school location.	The executive summary has completely described the geographic location of the school, and provided a strong rationale for selecting the school location.

Section 2: Family & Community Engagement		
Topic	Rating	
	Insufficient	Sufficient
Assessing Community Demand and Educational Need	The applicant has provided little or no evidence that the school has assessed and built family and community demand for the proposed school	The applicant demonstrates that the school has assessed and built family and community demand for the proposed school.
Family/Community Engagement	There is a limited description of how the school will engage parents/guardians in the life of the school. There are little or no plans for building family-school partnerships that strengthen support for learning and encourage parental involvement. The description of any commitments or volunteer activities the school will seek from or offer to families are limited.	There is a description of how the school will engage parents/guardians in the life of the school. There is a plan for building family-school partnerships that strengthen support for learning and encourage parental involvement and a detailed description of any commitments or volunteer activities the school will seek from or offer to families.

Section 3: Program Overview		
Topic	Rating	
	Insufficient	Sufficient
Educational Program Terms	The essential design elements of the school model and the Educational Program Terms (at least three) lack clarity and/or are not measurable.	The applicant has provided the essential design elements of the school model, and at least three (no more than five) specific and measurable Educational Program Terms.
Research Driven Program	There is a limited understanding of the research-based and/or other evidence that promises success for this program with the anticipated student population.	The Educational Program or essential design elements of the program are based on proven methods and provided evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.
Culturally Responsive Program	The culturally responsive aspects of the educational program lack detail. The educational program does not align to the needs of the targeted student population.	The culturally responsive aspects of the educational program, including why they are appropriate for the targeted student population, have been described in detail.
Instructional Strategies	There is little or no description of the primary instructional strategies, and/or a rationale for why the listed strategies are being used and their cultural responsiveness.	The applicant has provided a description of the primary instructional strategies, along with a rationale for why the listed strategies are being used and their cultural responsiveness to the anticipated student population,
Overall	Overall, the applicant has provided little or no description of its educational program model and/or does not demonstrate an understanding of its educational program terms and design.	Overall, the applicant has described a strong educational program model and demonstrated an understanding of its educational program.

Section 4: School Culture		
Topic	Rating	
	Insufficient	Sufficient
Culture of the School	There is little or no description of the culture of the proposed school or an explanation of how it will promote a positive and culturally inclusive academic environment and reinforce intellectual and social development for students.	There is a description of the culture of the proposed school, explaining how it will promote a positive and culturally inclusive academic environment and reinforce intellectual and social development for students.
A Day in the Life	There is a limited description with insufficient detail to determine what a typical school day would look like from the perspective of a student.	The applicant has described a typical school day from the perspective of a student. The day is aligned to any applicable Educational Program Terms or other elements of school culture.
Student Recruitment	There is a limited or incomplete description of the student recruitment strategies and/or how they are in alignment with the school's culture.	There is a detailed description of the student recruitment strategies the school will employ and the strategies are aligned to the school's proposed culture.

Section 5: Organizational Structure and Staffing		
Topic	Rating	
	Insufficient	Sufficient
Board Composition	There is a description of the size, current and desired composition, powers, and duties of the governing board, the key skills, areas of expertise, and constituencies that will be represented on the governing board, though it is limited and/or lacks specificity.	There is a description of the size, current and desired composition, powers, and duties of the governing board, the key skills, areas of expertise, and constituencies that will be represented on the governing board.
Board Member Selection	There is little or no explanation of the procedures by which board members have been and will be selected.	There is detailed description of how board members have been and will be selected. There is a connection between the selection process and the desired composition of the board.
Staff Recruitment	The description of the school's strategy and plans for recruiting and hiring the teaching staff is vague and unclear. Other key selection criteria and any special considerations relevant to the school's design is limited in detail and lacks clarity.	There is a clear description of the school's strategy and plans for recruiting and hiring the teaching staff. An explanation of this plan includes key selection criteria and any special considerations relevant to the school's design.
Staffing Chart	The staffing chart is not consistent with the educational program or the anticipated student population.	The staffing chart is consistent with the educational program and the anticipated student population.

Section 6: School-Specific Goals		
Topic	Rating	
	Insufficient	Sufficient
Academic and Organizational Goals	Some of the school-specific academic goals and target are clear in terms of the measures or assessments the school plans to use, and/or some are specific, measurable, action oriented, realistic, relevant, and time-bound.	The applicant has provided completed school-specific goal form(s) with 1-3 of the school's mission-specific academic and organizational goals and targets. Goals are clearly stated in terms of the measures or assessments the school plans to use, are specific, measurable, action oriented, realistic, relevant, and time-bound.