

School Quality Framework Last Updated 8/17/2015

Objective:

- 1) Determine if the programs on the ground suggest improvement or sustained success.
 - 2) Provide formative feedback
- *Refers to indicators that are considered as measures of exceeding expectations.

Domain 1: Teaching

The school has strong systems in place that promote teacher quality, beginning with a rigorous hiring process and including teacher coaching, evaluation, and professional development. These systems should result in evidence of strong pedagogy at the school.

1.1	Teacher Recruitment, Hiring, and Retention¹
1.1a	The recruitment process results in positions being filled in alignment with school calendar with candidates that are highly qualified and represent a variety of backgrounds
1.1b	The recruitment and hiring processes include clearly defined steps and timeline; staff is clear on who makes final hiring decisions
1.1c	Teachers are all highly qualified according to state and federal requirements
1.1d	Teacher turnover is less than 15% from year to year ²
1.1e	Teacher dismissal procedures include clearly defined steps and criteria, including the opportunity for improvement after concerns are initially identified
1.1f	Teacher retention processes are intentional and include a clear ladder for career advancement for high-performing teachers*
1.2	Teacher Coaching
1.2a	There are clear structures in place to facilitate peer observation *
1.2b	Leaders conduct observations and provide feedback to all staff on a clear and a consistent schedule, including feedback around instructional planning
1.2c	Classroom observation and feedback protocols are research-based with well-defined and transparent criteria
1.2d	The support provided by the instructional leader(s) is differentiated based on teacher need, with all teachers receiving feedback to continue improving
1.2e	Teachers are held accountable through a transparent process for implementing coaching feedback to improve instruction

¹ Section 1119 of No Child Left Behind Act of 2001 (NCLB) requires that all teachers providing instruction in core content subject areas to be Highly Qualified Teachers. NCLB defines core academic areas as: English, Reading, or Language Arts; Mathematics; Science (Biology, Chemistry, Physics); Foreign Languages; Social Studies; and the Arts. For further information, please see http://www.cde.state.co.us/FedPrograms/tii/a_hqt.asp.

² Research shows that teacher turnover on average is 12-14% (depending on the study.)

1.3	Teacher Evaluation³
1.3a	Teacher evaluations are conducted on an annual basis (per SB 191) following a clear schedule
1.3b	Criteria for evaluation are well-established, utilize multiple measures, and are clearly communicated to teachers and consistently implemented
1.3c	Evaluation systems comply with the intent of SB 191 and corresponding District guidance, with student growth comprising at least 50% of teacher evaluations
1.3d	There are growth plans in place for individuals that offer opportunity for personal reflection and growth*
1.3e	There are effective systems and structures in place to hold all teachers accountable and address areas of growth identified in the evaluation
1.4	Professional Development
1.4a	There is devoted time and resources for PD, with at least 8 hours of PD monthly (including peer collaboration time) ⁴
1.4b	The school has established annual PD goals and priorities aligned with the mission, values, and goals of the school
1.4d	PD topics are selected and differentiated based on the school's needs as well as teacher experience, need, and content area
1.4e	The School regularly evaluates the effectiveness of PD*
1.4f	Teachers implement strategies learned in PD on a regular basis with systems for accountability in place
1.4g	The School has systems and structures in place to ensure teachers are compliant with ELA certification requirements
1.5	Pedagogy: Content Delivery (What is Taught)
1.5a	Lessons have clear objectives that are, at a minimum, grade-level appropriate and address both content and language development needs
1.5b	Lessons objectives are aligned with curriculum and State standards (both Common Core and WIDA)
1.5c	Lesson objectives are clearly communicated to students, with connections made to the larger rationale and prior knowledge
1.5d	Lessons are designed and implemented with appropriate supports to ensure that all students can meet the targeted objectives, building on prior knowledge of all students

³ Senate Bill 10-191 (SB 191) states, “one of the standards for measuring teacher effectiveness shall be directly related to classroom instruction and shall require that at least fifty percent of the evaluation is determined by the academic growth of the teacher’s students...the standards shall include multiple measures of student performance in conjunction with student growth expectations. For the purposes of measuring effectiveness, expectations of student academic growth shall take into consideration diverse factors, including but not limited to special education, student mobility, and classrooms with a student population in which ninety-five percent meet the definition of a high-risk student as defined in section 22-7-605.5(1.5).”

⁴ DPS standards of practice are that teachers attend two hours of PD per week, for an approximate total of 8 hours per month

1.5e	Lesson plans and instruction promote higher order thinking, precise academic language, and problem solving skills with appropriate supports (including digital supports) to ensure success for all students ⁵
1.5f	Teachers ensure all students' active and appropriate use of academic language, including the use of complete sentences, through modeling, feedback, and providing opportunity for practice
1.5g	Teachers demonstrate accurate knowledge of content areas, key concepts, structures, standards, and content-specific information
1.5h	Lessons are designed with opportunities for personalized learning*
1.6	Pedagogy: Instructional Strategies (How it's taught)
1.6a	Lessons are scaffolded and/or differentiated to meet the needs of all students, including acceleration, remediation, and sheltering for ELLs
1.6b	Teachers provide academically-focused descriptive feedback with clearly identified next steps that is aligned to objectives
1.6c	Clear rituals and routines make transitions and handling of resources efficient, maximizing instructional time
1.6d	Teachers effectively address students' challenges, misunderstandings, and misconceptions through in-the-moment lesson adjustments*
1.6e	Varied cultural perspectives are represented in the classroom through lesson activities, curricular resources, and/or other artifacts
1.6f	Lessons provide students with the opportunity to interact with peers and adults to practice academic language and demonstrate mastery
1.6g	Questions and other activities are aligned to the objective and require students to demonstrate higher-level thinking
1.7	Pedagogy: Student Engagement
1.7a	Varied and frequent checks for understanding are observed throughout lessons and used to monitor all students' progress towards the objective and to identify misunderstandings
1.7b	Questioning techniques consistently promote the equitable involvement of all students
1.7c	Strategies are effectively used to encourage student communication and collaboration as a means towards mastery of the objective*
1.7d	The balance of teacher to student talk is aligned with chosen teaching methodology and gives all students the opportunity to demonstrate mastery
1.7e	Teacher consistently facilitates equitable access to rigorous content, peer interaction, and teacher attention
1.7f	Levels of student participation and engagement indicate that students feel comfortable and safe in the classroom

⁵ "Taxonomy of educational objectives: the classification of educational goals"; Benjamin Bloom, 1956.

Domain 2: School Leadership	
<i>The school has systems, structures, and processes in place that promote leadership and ensure student achievement and school sustainability.</i>	
2.1	Leadership Sustainability
2.1a	Job descriptions for the leadership team include clear job responsibilities and qualifications
2.1b	There is a strong plan for developing/maintaining a leadership pipeline, including both internal candidate development and external partnerships for leadership development*
2.1c	There is a leadership succession plan in place to ensure consistency in implementing the mission and vision of the school during transition
2.2	Organizational Structure
2.2a	Roles and responsibilities for members of the leadership team are well-defined and clear to all stakeholders
2.2b	There are transparent systems and structures in place for effective accountability, communication, and decision making
2.2c	The staffing structure supports the effective implementation of the academic program and leverages staff strength
2.2d	Decision making follows a defined process and structure, which utilizes student data and is inclusive of stakeholder voice and perspective
2.2e	The leadership team meets regularly and has systems in place to effectively support the school's academic program*
2.2f	The school leader intentionally and strategically builds capacity in other educators and distributes leadership within the school community*
2.3	Leadership Coaching and Evaluation⁶
2.3a	The leadership team members are evaluated at least annually
2.3b	Leadership team members are evaluated using a protocol that includes measures of student academic performance and is aligned with the school's mission
2.3c	At least 50% of leadership evaluations are based on student growth results (per SB 191)
2.3d	There are well-defined steps the Board and leader will take in the event that accountability measures are not met by the leader
2.3e	There is regular mentorship/coaching provided for all members of the leadership team. The use of leader evaluations to inform coaching is documented and consistent.*

⁶ SB 191 requires that “every principal shall be evaluated using multiple fair, transparent, timely, rigorous, and valid methods. The recommendations...shall require that at least fifty percent of the evaluation is determined by the academic growth of the students enrolled in the principal’s school.” SB 191 provides quality standards for principals, such as achievement and academic growth; number and percentage of licensed personnel rated as effective or highly effective; and number and percentage of licensed personnel rated as ineffective but improving in effectiveness (C.R.S. § 22-9-106(7)).

2.3f	The leadership team actively engages in need-based professional development and/or coaching opportunities on at least an annual basis
2.4	Instructional Leadership Skills
2.4a	Staff engagement is effectively fostered through programs and initiatives*
2.4b	The school leader creates time, systems, structures, and artifacts that encourage and reinforce high expectations for students and staff
2.4c	There are policies and practices in place that foster a climate conducive to student learning
2.4d	The leaders have a consistent track record (either at current or previous school) of improving student achievement for all students*
2.4e	The school leader can clearly describe the specific needs of the student population and strategies the school is using to address these needs
2.4f	The leaders can describe performance gaps and strategies the school is using to address these gaps
2.4g	The leadership team considers class sizes, teacher loads, and teacher skills for scheduling and allocation of resources
2.4h	The leadership team has a clearly articulated vision for instruction that is reflected in classroom instruction
2.4i	The leader uses data to drive decisions and builds the capacity of teachers around data-driven instruction
2.5	Operational Leadership Skills
2.5a	Student recruitment systems are in place and result in meeting at least 90% of enrollment targets by the start of school
2.5b	Targeted outreach is conducted to underrepresented groups to ensure a diverse student population
2.5c	Enrollment policies and procedures ensure equitable access for all students
2.5d	There is a staff handbook in place with well-defined and legally reviewed personnel policies including an internal grievance policy
2.5e	The school is in compliance with all health and safety regulations, including emergency response plans, facility requirements, and drills
2.5f	The school calendar and schedule is clear and consistent for all stakeholders with minimal changes throughout the year leading to minimal interruptions to instructional time
2.5g	The school practices appropriate risk management, including insurance policies
2.5h	Leaders strategically align people, time, and money with student needs and teacher development needs to drive and maximize student achievement
2.5i	The school has policies in place outlining the core operational functions of the school, allowing them to be continued in the event of leadership turnover*
2.5j	The school leader or network actively engages the broader community to create partnerships and acquire additional resources*

2.6	Financial Leadership Skills
2.6a	Financial metrics, including budgets to actuals, cash flow, income statement, and balance sheet, are monitored by leadership on an ongoing basis
2.6b	Submitted financial documents meet all requirements for completeness and are of high quality
2.6c	If primary financial management is provided by external consultants, there is a member of the school staff who has the financial knowledge to understand and interpret financial information provided by external consultant (manage financial information provided)
2.6d	There is a process for school leadership to prepare internal monthly financials for stakeholder review
2.6e	There are strong internal controls in place that are consistently followed
2.5f	The school has clear protocols for reviewing and revising financial policies and procedures*
2.6g	The financial policies and procedures document outlines procedures for handling cash and monitoring accounts payable; these procedures are consistently implemented
Domain 3: Educational Program	
<i>The school's educational program is well designed to meet the needs of all students through well-developed curriculum, assessment, programs for special populations, and clear systems for instructional planning.</i>	
3.1	Curriculum⁷
3.1a	Curricula aligns with the Common Core and Colorado Academic State Standards
3.1b	Curricula are chosen with consideration of research-basis and the needs of the particular student population
3.1c	Curricula have been tailored to meet the needs of the particular student population, including the inclusion of culturally relevant materials*
3.1d	There is a well-defined feedback loop for revising curriculum on an interim and year-end basis
3.1e	There are horizontally and vertically aligned scope and sequence documents that outline grade level and subject learning objectives
3.1f	Teachers are familiar with the curriculum documents and use them to guide their planning
3.1g	There are clear protocols in place to guide teachers' planning, both long-term and daily lesson plans

⁷ C.R.S. §22-30.5-110 (2) states that a charter school renewal application should include “a report on the progress of the charter school in achieving the goals, objectives, pupil performance standards, content standards, targets for the measures used to determine the levels of attainment of the performance indicators...and the results achieved by the charter schools’ students on the assessments administered through the Colorado student assessment program...”

3.2	Assessment⁸
3.2a	The school utilizes multiple assessments to drive instruction, including baseline, interim and summative assessments. Assessments monitor both content and language acquisition.
3.2b	Assessments are chosen with consideration of research-basis and the needs of the particular student population
3.2c	Assessments are grade level appropriate and test students' higher order thinking skills when appropriate ⁹
3.2d	There is a clear process for ensuring that assessments are aligned with curriculum, performance goals, and standards (both Common Core and WIDA)
3.2e	Data analysis is conducted on a clear schedule using a consistent protocol, including support for teachers in analyzing and using data
3.2f	Assessments provide valid and reliable data that is predictive of performance on required state assessments
3.2g	There are SMART goals for student achievement, growth, achievement gap, and readiness indicators by both student group and content area
3.2h	Goals are in line with meeting or exceeding district and state SPF expectations
3.2i	There is a benchmarking system in place to monitor the school's progress toward meeting goals, and adjust strategies when appropriate
3.2j	Students are able to articulate their goals and performance toward meeting those goals*
3.2k	The UIP process is clear and involves multiple stakeholders
3.2l	Graduation requirements are clearly defined and meet district and state requirements
3.2m	Promotion criteria are rigorous, clearly defined, and consistently applied
3.3	Academic Intervention and Acceleration¹⁰
3.3a	The MTSS/RTI process is clear to teachers and ensures equitable identification across demographic groups
3.3b	Tiered interventions are in place to provide effective additional supports to students who struggle with academics and/or behavior
3.3c	Data on students receiving academic intervention is regularly monitored to gauge their effectiveness and adjust accordingly
3.3d	There are sufficient research-based resources and strategies available to provide services to students in need of intervention/acceleration

⁸ Ibid.

⁹ "Taxonomy of educational objectives: the classification of educational goals"; Benjamin Bloom, 1956."

¹⁰ 34 CFR §§200.307, 300.309, 300.311 (regulations based on IDEA) require the use of a response to intervention plan (RtI). CDE has established requirements for implementing effective RtI plans based upon these regulations and IDEA. RtI Fidelity Implementation Rubrics can be found at <http://www.cde.state.co.us/RtI/>

3.3e	There are clear procedures for identifying gifted and talented and academically advanced students
3.3f	The school regularly evaluates the effectiveness of academic intervention and acceleration programming*
3.4	ELL Instruction¹¹
3.4a	Academic language is explicitly taught across content areas
3.4b	Teachers provide regular opportunities for students to practice and apply academic language and content knowledge in English
3.4c	Teachers explicitly build students' background knowledge through connections to prior experience and explicit linkages between past learning and new concepts
3.4d	Teachers differentiate for English Learners of varying language levels through intentional groupings of students, adapted materials/tasks and/or through the use of scaffolds/ supports.
3.4e	Teachers utilize a variety of strategies effectively to ensure input is comprehensible for all students; Strategies include clear objectives, the use of gestures, body language, pictures and objects, modeling, clear task explanations, clarifications as needed, appropriate levels of speech, and the presentation of content across language domains
3.4f	Teachers utilize a variety of language supports to ensure student mastery; supports include: visual displays, sentences frames, word banks, anchor charts, primary language support, supplementary or adapted materials, and technology
3.4g	There are opportunities for student interactions and student talk throughout the lesson
3.4h	The school regularly evaluates the effectiveness of ELL programming*
3.4i	<i>If Observing ELD Block:</i> There is explicit language instruction across the four domains of language; language instruction is grounded in meaning and/or context
3.5	Students With Disabilities¹²
3.5a	Instruction is effectively provided for students in the least restrictive environment appropriate for student need, including inclusion/integration with peers
3.5b	Student's IEPs are updated in alignment with all requirements, and instruction is aligned with IEP goals and requirements
3.5c	Special education instruction is specially designed to meet the individual needs of students, including the necessary modifications and accommodations to address core content and lessons targeted to IEP goals
3.5d	Behavior management strategies are adjusted for students with special needs when appropriate
3.5e	There are sufficient resources (i.e., manipulatives, assistive technology) available to meet student needs

¹¹ Please note that this section is focused on the quality of observed instruction for ELL students. School compliance with ELA program requirements is included in the rubric under Governance -- Legal obligations.

¹² Note that this section of the rubric is focused on the quality of observed instruction for special education students. Compliance with federal law, state law, and the charter contract is evaluated under Governance-Legal Obligations.

3.5f	The classroom environment is designed to meet the needs of special education students, including arrangements, displays, and staff supports
3.5g	Formal and ongoing informal assessments are used to identify current level of performance, to inform instruction and to monitor individual students' progress, and to assist in transition planning
3.5h	Instruction is age appropriate and ensures student readiness for teaching life skills and job readiness
3.5i	Discipline decisions for special education students are made lawfully and in compliance with the School's discipline policy; student are afforded appropriate processes and protections when discipline issues arise
3.5j	Strategies and supports for special education students are monitored on an ongoing basis for effectiveness*
3.5k	Paraprofessional use is effective, including monitoring of student progress and interactions with students at the appropriate level to support learning
3.5l	*For schools with an AN Center-Based program, there is an additional rubric.
3.6	Cultural Competency¹³
3.6a	The school's curriculum includes teaching topics that relate to students' cultures or personal experiences and is modified as needed to ensure cultural sensitivity
3.6b	Teachers have received PD on cultural responsiveness as related to the specific school population(s) and have knowledge of the cultures in their classrooms which they apply to their practice
3.6c	The school culture takes the student population's cultures into consideration, including in visual culture, school wide events, and parent outreach
3.6d	There is an ongoing dialogue amongst staff, parents, and students on issues of importance to them, along with inclusion of all participants within the classroom
3.6e	Instruction represents a broad spectrum of cultures and is characterized by the use of culturally mediated cognition, culturally appropriate situations for learning, and culturally valued knowledge
3.6g	Varied cultural perspectives (e.g., students' culture, the culture of disability, community, family, background) are represented in the classroom
3.6f	The school leader creates a culture that promotes the recognition of students' cultural backgrounds
3.6g	School leaders and staff are aware of, speak openly about, and celebrate difference and diversity among students, families, and staff, and in society
3.6h	There are structures in place to guarantee that the school and work environment is open to and accepting of diversity and free from discriminatory behavior and practices
3.6i	School staff interact with students in ways that respect and encourage their cultural norms, preferences, and native languages that may be different from teachers' own

¹³ Denver Public Schools' "Framework For Effective Teaching" outlines criteria around cultural competency, which were adapted for this.

3.6h	Teachers encourage students to challenge and question the dominant culture and students appear comfortable doing so in respectful ways*
Domain 4: School Culture	
<i>The school has systems in place to support a strong school culture and involve key stakeholders in the school community; classroom management systems and structures allow teachers to maximize instructional time.</i>	
4.1	Parental Involvement¹⁴
4.1a	Expectations for students and school culture are stated and shared with parents/guardians (i.e., through a parent handbook)
4.1b	There is a clear process for regularly communicating student performance to parents
4.1c	The School Accountability Committee (SAC)/Collaborative School Committee (CSC) is established and meets statutory guidelines
4.1d	There is a process to recruit and nominate new SAC/CSC members*
4.1e	The school has a clear process to solicit and act upon parental feedback
4.1.f	The school uses parent survey data, including subgroup data, to drive school improvement
4.1g	Families use the school’s communication system to access information and have access to information in their home language
4.1h	Parental involvement is representative of the school population as a whole
4.2	Discipline Policy¹⁵
4.2a	The school has a written discipline policy that is aligned with DPS discipline policy requirements and includes a clear ladder of consequences
4.2b	The discipline policy includes clear expulsion or dismissal procedures and an appeal process in alignment with DPS policies ¹⁶
4.2c	There are systems in place to ensure that the discipline policy and responses to misbehavior are culturally sensitive and not applied disparately across different groups
4.2d	The discipline policy is included in the parent/student handbook and clearly communicated to all stakeholders, including any contractors who work with students

¹⁴ C.R.S. § 22-11-401(1)(a) requires that each school accountability committee consist of “at least seven members as follows: (1) The principal of the school or the principal’s designee; (II) At least one teacher who provides instruction at the school; (III) At least three parents or legal guardians of students enrolled in the school; (IV) at least one adult member of an organization of parents, teachers, and students recognized by the school; and (V) At least one person from the community.” In addition, C.R.S. § 22-11-401 (1) (d) requires that the school “to the extent practicable, appoint persons to serve on the school accountability committee who reflect the student populations that are significantly represented within the school”.

¹⁵ C.R.S § 22-32-109.1(2)(a) requires each district board to adopt and implement a plan that includes “a concisely written conduct and discipline code that shall be enforced uniformly, fairly, and consistently for all students.” The requirements for this discipline code can be found in this provision. In addition, see DPS Policy JK (“Student Discipline”).

¹⁶ Denver Public Schools Discipline Policy; http://www.dpsk12.org/parent_handbook/.

4.2e	The school offers annual PD on the discipline policy, including appropriate training on student restraint and de-escalation techniques
4.2f	There is a safe and orderly learning environment throughout the school
4.2g	There are positive rituals and incentive systems that promote positive school culture and reinforce the discipline policy*
4.2h	The number of student discipline events is less than or comparable to similar district schools
4.2i	The school's student discipline events are analyzed by demographics and are equitably distributed across student demographic groups
4.3	Classroom Management
4.3a	There are clear, consistent expectations among teachers for classroom management and student behavior
4.3b	There are well-defined routines and procedures based on high expectations that promote learning
4.3c	At least 75% of students are consistently on task
4.3d	There are systems or routines that minimize the impact of low-level misbehaviors on instruction
4.3e	The school devotes professional development time to norming classroom management expectations, and this is evident in observations*
4.3f	The classroom environment allows students to persevere and feel motivated, safe, and supported
4.3g	The classroom resources and physical environment support student learning and engagement
4.3h	Teachers focus on the positive behavior of students and intentionally recognize positive behavior as a strategy to redirect other students
4.3i	Application of classroom management systems is equitable, and respects students' dignity, cultural differences, and individual needs
4.4	Student Investment
4.4a	The school has set attendance goals as part of their performance goals
4.4b	There is a clear process to improve attendance, including parent engagement strategies
4.4c	There are established school wide routines and rituals with high levels of student investment from across the student population, including those with special needs
4.4d	Systems and routines are used to ensure that students are known by their teachers and within the larger school community
4.4e	There are opportunities for students to take leadership roles and offer input in key school decisions*
4.4f	The school wide culture reinforces student intellectual and social development
Domain 5: Governance and Organizational Health	
<i>Effective boards have the skills and systems/structure in place to provide oversight to the school, which ultimately leads to improved outcomes for students.</i>	

5A: Essential Board Functions: <i>The Board effectively fulfills each of its essential functions through skill set, data-driven systems and structures, consistent implementation and a culture of continuous improvement.</i>	
5.1	Drive the Mission and Vision
5.1a	Stakeholders have a clear common understanding of the school's mission and vision
5.1b	The board has membership that has a connection to the school's unique mission*
5.1c	The board sets and monitors progress towards SMART goals aligned with the mission and vision of the school
5.1d	The school's mission and vision are used to drive transparent decision making, including around hiring, academic program, and finance
5.2	Academic Oversight
5.2a	The board has members with expertise on E-12 education, and all board members are able to understand student achievement data
5.2b	Student achievement metrics, both interim and summative and aggregate as well as disaggregated, are regularly monitored by the board
5.2c	The board sets student achievement goals aligned with District expectation and the charter contract and regularly monitors progress towards these goals
5.2d	Decision making, including around resource allocation and human resources, is driven by student performance data
5.2e	The SAC regularly provides input to the board around academic data and school improvement
5.2f	The board receive annual PD on student achievement*
5.3	Financial Oversight
5.3a	The board has members with finance expertise, and all board members are able to understand budgets, audits, and development
5.3b	The board has a finance committee in place that conducts detailed financial analyses and reports back to the full board in order to drive decision making
5.3c	The board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budget v. actuals
5.3d	There is a comprehensive, board adopted financial policies document in place that is followed by both the board and school leadership
5.3e	The board sets and regularly monitors progress towards financial goals that are both short and long-term
5.3f	The budget creation process is based on data, including sound revenue and enrollment projections, involves multiple stakeholders, includes contingencies, and is aligned with required timelines
5.3g	The board adopts revised budgets as needed based on enrollment and other budget inputs
5.3h	The board monitors implementation of internal controls

5.3i	The SAC regularly provides input to the Board around financial data and budget development
5.4	Operational Oversight
5.4a	The board has expertise in school operations, including facilities if needed
5.4b	The board sets goals around school culture, including disaggregated discipline data, and regularly monitors these goals
5.4c	The board regularly monitors the school's growth and related facility needs, taking action as appropriate
5.4d	The board evaluates the school leader on at least on an annual basis, with student achievement as 50% of the criteria
5.4e	The board regularly reviews human capital data and uses it to drive decision-making*
5.5	Strategic Planning
5.5a	The board has expertise in strategy and long-term planning
5.5b	The board regularly engages in strategic planning to influence the school's short and long-term direction as appropriate for its stage of development
5.5c	The board spends the majority of its time on strategic conversation and decisions that are key at its stage of development, as opposed to reactive conversations and decisions
5.5d	Long term planning conversations are data-driven and focused on student outcomes and organizational health
5.5e	The board has a formal long term strategic plan that is revisited and revised as needed on an annual basis*
5.6	Community Relations
5.6a	The board has members with a relationship to the school's community
5.6b	The board is transparent with the community in its decision making and holds itself accountable for providing this level of transparency*
5.6c	There is a clear grievance policy in place for staff members to raise concerns with the board
5.6d	There is a process by which staff can provide feedback to the board
5.6e	Community stakeholders are engaged by the board to promote and support the school
5.6f	The Board has in place and implements a clear policy for handling parent complaints
5B	Board Systems and Structures: <i>The Board has systems and structures in place to effectively fulfill its essential functions and drive improved student outcomes.</i>
5.7a	The board has a clear definition of its role as a governance body aligned with achieving the mission and vision and policies and procedure in place that define the division of responsibilities between governance and management
5.7b	All board committees conduct in depth data-driven analyses and bring recommendations to the full board for decision-making
5.7c	There is a clear protocol in place for the board to receive information in a consistent format (i.e., monthly data dashboard) aligned with goals across essential functions
5.7d	The board regularly conducts self-evaluations and secures training in any needed areas

5.7e	The board has a clearly policy and procedure for recruiting, selecting, and onboarding new board members, including ensuring there is a gradual turnover of board members over time
5.7f	The board has all required officers in place and they are actively fulfilling the role as outlined in the job descriptions included in the bylaws
5.7g	The board has key policies in place that they regularly review and revise, including but not limited to: bylaws, articles of incorporation, financial policies and procedures, and governance processes. Decisions are made in alignment with policies
5.7h	The board has clear membership requirements – including attendance requirements -- and holds members accountable for meeting these expectations*
5.7i	The board has systems and structures in place to ensure meetings are effectively run to allow for governance level decision-making (including agendas and advance materials for board members)
5.7j	The board keeps appropriate minutes of all meetings that are available to the public
5c	Legal Obligations: <i>The Board has structures and policies in place to ensure the following legal obligations are met:</i>
5.8a	Bylaws in place that outline board role and legal obligation
5.8b	Articles of incorporation in place that indicate nonprofit status
5.8c	Board handbook in place that outlines board member expectation
5.8d	Financial transparency compliance
5.8e	Financial reporting compliance
5.8f	SAC compliance
5.8g	Open Meetings
5.8h	Regular meetings (at least quarterly)
5.8i	Mandatory reporting
5.8j	SB 191 compliance
5.8k	Regular revision and approval of key policies (employment, enrollment, discipline, etc.)
5.8l	Approval of annual audit
5.8m	Approval of annual budget
5.8n	Minutes taken and shared
5.8o	Use of executive session
5.8p	Meeting authorizer deadlines
5.8q	School is compliant with all ELA program requirements (per ELA program review rubric and charter contract)
5.8r	School is compliant with all Special Education requirements, including IDEA, ADA, reporting, and other relevant requirements

