

Charter Alignment Standards Rubric

Disclaimer: The language and requirements included in this rubric are not intended in any way to alter, change, or modify the established AT-WILL employment relationship between charter schools and their employees.

	Standard 1: Governing board members perform their duties in a legal, ethical, and responsible manner that supports student learning and generates support for the school.	Data Review May Include:	Level 4	Level 3	Level 2	Level 1
Charter-aligned Governance	1.1 Governing board members demonstrate understanding of the expectations, obligations, and responsibilities the public entrusts in charter school governing boards by performing their duties in a legal and ethical manner.	<ul style="list-style-type: none"> ● Bylaws ● Board calendar ● Board minutes ● CS performance report (created by SCSB) ● Board book ● Website ● Board self-evaluation, stakeholder surveys and survey summary report ● Accreditation external review ● Board policies 	The governing board has been constituted as described in the school's charter agreement. Bylaws approved in an open, and public meeting align with the school's charter agreement and the board meets according to the schedule outlined in its bylaws. The board has adopted protocols to ensure that it conducts its business in accordance with the Utah Open and Public Meetings Act and systematically implements those protocols when conducting its business. The governing board has formally adopted a code of ethics and protocols that requires its members to perform their duties free from even the appearance of conflict of interest. Board protocols ensure that board members have satisfactorily completed criminal background checks prior to being seated. All new board members satisfactorily complete board member training within three months of being seated and have the opportunity to receive technical assistance from an identified seated board member. The governing board has an annual, systematic process for monitoring board effectiveness in the areas of communication, support, financial stewardship, and policy development that involves both self- and stakeholder evaluation. Parents, staff, administration, and students participate in stakeholder surveys. The governing board systematically uses this stakeholder data to improve its decision-making processes. The governing board complies with all laws, rules, and regulations.	The governing board has been constituted as described in the school's charter agreement. Bylaws approved in an open and public meeting align with the school's charter agreement, and the board meets according to the schedule outlined in its bylaws. The governing board has adopted protocols to ensure that it conducts its business in accordance with the Utah Open and Public Meetings Act and implements those protocols when conducting board business. The governing board has formally adopted a code of ethics and protocols that requires members to perform their duties free of conflict of interest. Board protocols ensure that board members have satisfactorily completed criminal background checks prior to being seated. All new board members satisfactorily complete board member training within three months of being seated and have the opportunity to receive technical assistance from an identified seated board member. The governing board regularly monitors board effectiveness in the areas of communication, support, financial stewardship, and policy development. Parents, staff, and administration participate in stakeholder surveys as part of the evaluation process. The evaluation process may or may not involve board self-evaluation. The governing board generally uses this stakeholder data to improve its decision-making processes. The governing board complies with all laws, rules, and regulations.	The governing board has been constituted as described in the school's charter agreement. Bylaws approved in an open and public meeting align with the school's charter agreement, and the board meets according to the schedule outlined in its bylaws. The governing board makes an effort to conduct its business in compliance with the Utah Open and Public Meeting Act but may not have adopted protocols to help support consistent compliance. The governing board has a written code of ethics and protocols that demonstrate some effort to require its members to perform their duties free of conflict of interest. All new board members are required to have satisfactory completed background checks on file prior to being seated. Although there is a board expectation that new board members will satisfactorily complete board member training within three months of being seated, some may or may not have completed this training. The governing board has a process for monitoring its effectiveness although some identified areas (communication, support, financial stewardship, policy development) may not be monitored. Parents, staff, and administration participate in stakeholder surveys as part of the evaluation process. Sometimes this stakeholder data is used to improve its decision-making processes. The governing board complies with all laws, rules, and regulations although, at times, timeliness may be an issue.	The governing board has not been constituted as described in the school's charter agreement. If bylaws have been adopted, they may not align with the school's charter agreement, and/or the board may not consistently meet according to the schedule outlined in its bylaws. The governing board's compliance with the Utah Open and Public Meeting Act may be inconsistent. The board does not have a written code of ethics. Protocols—if they exist—demonstrate little effort to require governing board members to perform their duties free of conflict of interest. Some new board members have not satisfactorily completed background checks. Few new board members have completed board member training within three months of being seated. If there is a process for monitoring board effectiveness, the process is minimal and the resulting data is rarely used to improve board decision-making processes. Governing board compliance with laws, rules, and regulations is either inconsistent and/ or timeliness may be a common and/or recurrent issue.
	1.2 Charter-identified goals, policies, and protocols enable implementation of the school's charter agreement in a manner that supports the school's mission and purpose and meets student learning goals.	<ul style="list-style-type: none"> ● Charter agreement ● Board book ● Website ● Accreditation external review ● Board policies ● Board minutes 	Charter-identified goals, policies, protocols are specific and provide clear guidance for implementing the school's learning program and managing daily operations in a manner that supports the school's mission and purpose. Protocols for monitoring learning program effectiveness and providing oversight of fiscal management are specific and provide clear guidance. Policies and practices are regularly and systematically reviewed and revised as necessary to support the school's mission and purpose and meet student learning goals.	Charter-identified goals, policies, and protocols are specific and provide clear guidance for implementing the school's learning program and managing daily operations in a manner that supports the school's mission and purpose. Protocols for monitoring learning program effectiveness and providing oversight of fiscal management are identified but may or may not be specific enough to provide clear guidance. Policies and protocols are regularly reviewed and revised as necessary	Charter-identified goals, policies, and protocols provide guidance for implementing the school's learning program and managing daily operations in a manner that supports the school's mission and purpose. Methods for monitoring learning program effectiveness and providing oversight of fiscal management are present but are not specific enough to provide adequate guidance. Policies and protocols are not regularly reviewed and revised to support	Charter-identified goals, policies, and protocols are not specific or clear enough to provide guidance. Methods for monitoring learning program effectiveness and/or providing oversight of fiscal management are not present. Policies and protocols are not reviewed and revised to support the school's mission and purpose and meet student goals.

			to support the school's mission and purpose and meet student learning goals.	the school's mission and purpose and meet student goals.	
1.3 Goals are appropriate for measuring the effectiveness of the learning program and organizational processes described in the charter agreement.	<ul style="list-style-type: none"> Charter agreement/charter amendments Strategic plan School improvement plan(s) 	All goals are written as SMART (specific, measurable, ambitious, yet attainable, relevant, time specific) goals and are understandable, flexible, and suitable. Charter-identified goals are suitable—independently and as a group—for measuring the effectiveness of the programs described in the charter agreement. Data collected from these measures provide the school with appropriate data to determine program effectiveness and identify program action steps designed to improve student learning outcomes. If charter-identified goals have been revised, the revisions have been submitted to and approved by the SCSB through the amendment process.	Most goals are written as SMART goals and are understandable and suitable. Some goals may not be flexible. Charter-identified goals are suitable—independently and as a group—for measuring the effectiveness of the programs described in the charter agreement. Some goals need minor adjustments to make all goals understandable, suitable, flexible, and SMART. If charter-identified goals have been revised, the revisions have been submitted to and approved by the SCSB through the amendment process.	Some goals may be written as SMART goals and are understandable and suitable. Some goals may not be flexible. Most charter-identified goals are suitable for measuring the effectiveness of the programs described in the charter agreement. Most goals need significant adjustments to make all goals understandable, suitable, flexible, and SMART. If charter-identified goals have been revised, the revisions have been submitted to and approved by the SCSB through the amendment process.	Some goals may be written as SMART goals but are often not understandable and/or suitable. Most goals need significant adjustments to make all goals understandable, suitable, flexible, and SMART. If charter-identified goals have been revised, the revision have not been submitted to and approved by the SCSB through the amendment process.
1.4 The governing board implements accountability structures and processes to evaluate school effectiveness.	<ul style="list-style-type: none"> Charter agreement Accountability committee membership list identifying stakeholder group representation and roles Accountability committee meeting schedule, reporting schedule, meeting minutes, governing board minutes, summary reports SWOT Analysis Grid Strategic Plan Strategic planning team minutes 	An accountability committee has been established and meets quarterly to perform its primary functions of evaluating the school program for effectiveness, monitoring progress toward accomplishing charter agreement goals, providing regular summary reports to the governing board, and making recommendations for school improvement. Accountability committee meeting minutes are readily available to the governing board and other stakeholders through postings on the school's website. The accountability committee reports to the governing board at least quarterly using summary report structures established by the board.	An accountability committee has been established and meets quarterly to perform its primary functions of evaluating the school program for effectiveness, monitoring progress toward accomplishing charter agreement goals, providing regular summary reports to the governing board, and making recommendations for school improvement. Accountability committee meeting minutes are available to the governing board and other stakeholders. The accountability committee reports to the governing board at least quarterly using summary report structures established by the board.	An accountability committee has been established and meets to perform its primary functions of evaluating the school program for effectiveness, monitoring progress toward accomplishing charter agreement goals, providing summary reports to the governing board, and making recommendations for school improvement. Accountability committee meeting minutes are available to the governing board and some other stakeholders. The accountability committee reports to the governing board using summary report structures. Reporting occurs regularly during the year but may be less often than quarterly.	An accountability committee may be in place and charged with performing the functions of evaluating the school program for effectiveness, monitoring progress toward accomplishing charter agreement goals, providing summary reports to the governing board, and making recommendations for school improvement; however, the committee meets irregularly and/or rarely. If meeting minutes are kept, they may only be available to the governing board. The accountability committee may not report to the governing board using summary report structures. Reporting is limited to an annual report.
1.5 Governing board generates school support by building collaborative relationships and communicating with stakeholders as defined by the school's charter agreement.	<ul style="list-style-type: none"> Charter agreement Website Sample election materials Stakeholder surveys and summary reports Communication plan Interviews CS performance report (created by SCSB) 	The governing board communicates with all stakeholder groups and involves them in school decision making as defined by the school's charter agreement. All charter-identified committees are operating as defined and include members from multiple stakeholder groups whenever appropriate. The governing board has a written communication plan that makes school governance and accountability information regularly and systematically available to all stakeholders that includes posting accountability committee meeting notifications, agendas, minutes, and summary reports and recommendations; strategic/improvement plans; and strategic planning documents on the school's website, in addition to all SCSB required postings.	The governing board communicates with most stakeholder groups and involves them in school decision making as defined by the school's charter agreement. Most charter-identified committees are operating as defined and most include members from multiple stakeholder groups. The governing board has a written communication plan that makes most school governance and accountability information readily and regularly available to all stakeholders. Most of the following are posted on the school's website: accountability committee meeting notifications, agendas, minutes, and summary reports and recommendations; strategic/improvement plans; strategic planning documents, in addition to all SCSB required web postings.	The governing board communicates with some stakeholder groups and involves them in some school decision making as described in the charter agreement. Most charter-identified committees are operating, but membership may not meet charter-identified criteria on some committees. The governing board may or may not have a written communication plan but makes most governance and accountability information available to the school community (accountability committee meeting notifications, agendas, minutes, and summary reports and recommendations; strategic/improvement plans; strategic planning documents). Most of this information may not be available through the school's website, but the school meets minimum SCSB requirements for web postings.	The governing board communicates with few stakeholder groups and/or rarely involves them in school decision making as described in the charter agreement. Few of the charter-identified committees are in operation and/or membership seldom meets charter-identified criteria. If the governing board has a written communication plan, it is not consistently implemented and/or it requires little governance and accountability information to be made available to school stakeholders through the school's website and stakeholders may have difficulty accessing this information. The school may struggle to meet minimum SCSB requirements for web postings. Stakeholder perception may be that

						governance prefers to operate without stakeholder and public scrutiny.
	Standard 2: The school has acquired the resources for implementing the instructional and learning support programs described in the school's charter agreement.	Data Review May Include:	Level 4	Level 3	Level 2	Level 1
Acquisition of Charter-Identified Resources	2.1 Personnel identified in the school's charter agreement as integral to implementing the school's instructional and learning support programs have been hired and meet charter-identified criteria.	<ul style="list-style-type: none"> Charter-identified criteria for key instructional staff and learning support identified 	All personnel identified in the school's charter agreement as integral to implementing the school's instructional and learning support programs have been hired and meet charter-identified criteria.	All personnel identified in the school's charter agreement as integral to implementing the school's instructional and learning support programs have been hired although some may not meet all charter-identified criteria.	Most personnel identified in the school's charter agreement as integral to implementing the school's instructional and learning support programs have been hired but some may not meet all charter-identified criteria.	Some personnel identified in the school's charter agreement as integral to implementing the school's instructional and learning support programs have been hired but few meet the charter-identified criteria.
	2.2 Instructional and learning support time has been organized as described in the school's charter agreement and in a manner that provides sufficient student support for the school to meet its student achievement and progress goals.	<ul style="list-style-type: none"> School schedule Instructional time policy Observations Interviews Fidelity monitoring stakeholder survey results Accreditation external review 	Instructional and learning support time has been organized as described in the school's charter agreement. Instructional time is protected by policy and practice. The school organizes learning support time so students have daily, equitable opportunities to access Utah State Core Standards instruction. The effectiveness of the organization of instructional and learning support time is evaluated as part of the school's continuous improvement process. Adjustments are made to the charter-identified model if needed to increase student learning.	Instructional and learning support time has been organized as described in the school's charter agreement. Instructional time is protected by policy and practice. The school organizes learning support time so students have daily, equitable opportunities to access Utah State Core Standards instruction.	Instructional and learning support time has been organized as described in the school's charter agreement. Instructional time is generally protected. The school endeavors to organize learning time so most students have daily access to Utah State Core Standards instruction.	Instructional and/or learning support time has not been organized as described in the school's charter agreement. There may be an attempt to organize learning support time so that students participating in student interventions have access to Utah State Core Standards instruction but access is inconsistent for most of these students.
	2.3 The school has acquired and maintained sufficient quantities of charter-identified materials and tools to implement the instructional and learning support programs as described in the charter agreement.	<ul style="list-style-type: none"> Charter agreement Board approved budget Curriculum materials inventory list Purchasing documents Observations Interviews Fidelity monitoring stakeholder survey results Accreditation external review 	The school has acquired and maintained student, classroom, and grade level charter-identified curricular materials and tools in more than sufficient quantities to implement the instructional program. Quantities encourage individual student and teacher access to materials to promote implementation of the schools instructional and learning support programs. The school has an established annual curriculum materials and tool inventory system in place and uses the information to develop a purchasing plan to replace lost, damaged and obsolete items and plan for any anticipated student population growth. Purchases reflect the needs identified in this plan. The effectiveness of these materials and tools is evaluated as part of the school's continuous improvement process. In the case of technology tools, the school has an established rotation schedule for replacing technology to ensure students are not learning on obsolete technology. If evidence suggests additional or different instructional materials and/or tools are needed to meet the needs of the school's student population, budgeting and purchasing adjustments are made. If the evaluation indicates that current charter-identified materials or tools	The school has acquired and maintained student, classroom, grade level quantities of charter-identified curricular materials and tools in sufficient quantities to implement the instructional and learning support programs. The school has an established annual curriculum materials and tool inventory system in place and uses the information to develop a purchasing plan to replace lost, damaged and obsolete items and plan for any anticipated student population growth. Most purchases reflect the needs identified in this plan. The effectiveness of these materials and tools is evaluated as part of the school's continuous improvement process. If evidence suggests additional or different instructional materials and/or tools are needed to meet the needs of the school's student population, budgeting and purchasing adjustments are made. If the evaluation indicates that current charter-identified materials or tools should be replaced by materials or tools that would better meet the needs of the school's students, and the new materials deviate from the school's approved instructional model or	The school may have acquired the charter-identified materials and tools but in insufficient quantities to implement some programs with fidelity, or the school may have acquired only some of the charter-identified curricular materials and tools—or is in the process of making instructional and/or learning support program changes approved through the SCSB amendment process—and does not have sufficient quantities of the identified materials and/or tools to implement some programs with fidelity. The school has an inventory process and endeavors to replace lost and damaged items to maintain them in sufficient quantities. The effectiveness of these materials and tools may or may not be evaluated as part of the school's continuous improvement process.	Charter-identified curricular materials and tools have either not been acquired or have been acquired inconsistently across grades or in insufficient quantities for implementation of the charter-identified instructional and learning support programs. The school has purchased alternative curricular materials and tools without seeking and gaining approval through the SCSB's amendment process and as a result is operating outside its charter agreement.

			should be replaced by materials or tools that would better meet the needs of the school's students, and the new materials deviate from the school's approved instructional model or materials list in the charter agreement, then the school has received approval for the change through the SCSB amendment process prior to changing the program or purchasing the replacement program materials.	materials list in the charter agreement, then the school has received approval for the change through the SCSB amendment process prior to changing the program or purchasing the replacement program materials.		
	2.4 The school provides professional/staff development for charter-identified instructional and learning supports programs.	<ul style="list-style-type: none"> • Charter agreement • Professional development continuum • Collaboration calendar • Board approved budget • Leadership classroom observation log(s) with notes on areas of needed improvement and identification of school resources to address need • Fidelity monitoring stakeholder survey results • Accreditation external report 	The school has a systematic professional development program based on a written continuum that ensures all instructional staff have early and ongoing access to the professional development they need to implement charter-identified instructional and learning support programs with fidelity. The school ensures staff participation by providing training without cost to staff (including travel costs) and compensating staff for their time. Training is provided by certified trainers whenever applicable. Leadership demonstrates a commitment to increasing teacher effectiveness by regularly and systematically monitoring classroom instruction and providing individualized supports for staff such as induction, mentoring and coaching programs to ensure that charter-identified instructional and learning support programs are implemented with fidelity. Extended professional development designed to increase expertise is provided in key programs for those who have completed initial training and includes the use of a systematic and regularly scheduled charter-identified collaboration structure. The effectiveness of the school's professional development program is systematically evaluated as part of the school's continuous improvement process. Adjustments to the model are made as needed to increase teacher effectiveness and student learning.	The school has a professional development program based on a written continuum that ensures all instructional staff have access to the professional development they need to implement charter-identified instructional and learning support programs with fidelity. The school encourages participation by providing training without cost to staff (including travel costs) and endeavors to compensate staff for their time. Professional development is provided by certified trainers whenever applicable. Leadership demonstrates a commitment to increasing teacher effectiveness by regularly monitoring classroom instruction and providing some individualized supports for staff to increase the fidelity with which charter-identified instructional and learning support programs are implemented. The school may or may not provide extended professional development in key programs for those who have completed initial training beyond the use of a regularly scheduled charter-identified collaboration structure.	The school clearly identifies professional development expectations for instructional staff although there may not be a written continuum. The school encourages participation in identified professional development and attempts are made to provide training without cost to staff. Staff may be expected to donate their time to participate. Professional development may or may not be provided by certified trainers. Leadership's monitoring of teacher effectiveness and the provision of individualized supports to increase fidelity with which charter-identified programs are implemented may be limited and irregular. The school does not demonstrate a strong commitment to ongoing professional development for instruction staff. The limited nature of the school's professional development program may negatively impact instructional staff's ability to consistently implement charter-identified/amendment approved instructional and learning support programs with fidelity.	The school's professional development program either consists of little more than professional development expectations for the charter-identified instructional and learning support programs or is focused on non-charter-identified instructional and/or learning support programs. The school provides minimal support in terms of cost-free and time-compensated participation. Staff participation in expected professional development is inconsistent and may be nominal. Leadership may monitor teacher effectiveness but individualized, needs-based supports are limited or not provided. Overall, the school demonstrates a lack of commitment to implementing the instructional and learning support programs described in the school's charter agreement.
Implementation of Charter-Identified Instructional Programs	Standard 3: Teachers implement the instructional program as described in the school's charter agreement.	Data Review May Include:	Level 4	Level 3	Level 2	Level 1
	3.1 Instructional staff successfully completes charter-identified instructional program professional/staff development.	<ul style="list-style-type: none"> • Professional development continuum with accompanying successful completion report • Completion documentation on file • Interviews • Fidelity monitoring stakeholder survey results • Accreditation external review 	All staff have successfully completed charter-identified professional development as outlined on the school's professional development continuum. All inexperienced teachers and those new to the school's instructional program participate in charter-identified induction, mentoring, and/or coaching programs.	Most staff have successfully completed initial charter-identified professional development as outlined on the professional development continuum. All inexperienced teachers participate in the school's mentoring program. Most inexperienced teachers and those new to the school's instructional program participate in charter-identified, induction and/or coaching programs.	Some staff have successfully completed charter-identified professional development designated as expected by school leaders. All inexperienced teachers participate in the school's mentoring program.	Few staff have successfully completed professional development designated as expected by school leaders. The school either does not have a mentoring program for new teachers or participation is inconsistent.
	3.2 Teachers participate in charter-identified collaboration structures to ensure the instructional program is implemented with fidelity.	<ul style="list-style-type: none"> • Collaboration attendance reports • Collaboration minutes • Interviews – leadership support 	All teachers regularly participate in charter-identified collaboration structures that promote implementation fidelity.	Most teachers regularly participate in charter-identified collaboration structures that promote implementation fidelity.	Teachers may regularly get together to collaborate but the school either does not have an established collaboration structure or, if it does, collaboration time is not scheduled regularly and/or often enough	Collaboration is minimal and occurs informally. The school does not have a collaboration structure.

	<ul style="list-style-type: none"> ● Fidelity monitoring stakeholder survey results ● Accreditation external review 			serve its purpose.	
Standard 4: Leadership monitors the fidelity of learning program implementation through charter-identified collaboration structures and teacher supervision and evaluation processes and directs resources to individual teams and/or teachers as needed to improve student learning by improving instructional practice and program fidelity.	Data Review May Include:	Level 4	Level 3	Level 2	Level 1
4.1 Leadership monitors teacher implementation of the school's instructional program using the charter-identified teacher supervision and evaluation process and directs school resources to individual teachers as needed to improve student learning by improving instructional practice and program fidelity.	<ul style="list-style-type: none"> ● Supervision procedures: <ul style="list-style-type: none"> ○ Curriculum maps ○ Administrative classroom observation protocols and logs ○ Mentoring and coaching assignments ○ Mentoring and coaching summary reports ● Evaluation procedures: <ul style="list-style-type: none"> ○ Evaluation schedule/calendar ○ Teacher evaluation tools, including individual professional development plan ○ Teacher effectiveness summary report ● Interviews ● Fidelity monitoring stakeholder survey results ● Accreditation external review ● CS performance report (created by SCSB) 	Leadership regularly and systematically monitors teacher implementation of the school's instructional program using the charter-identified teacher supervision and evaluation process. The process incorporates a formal evaluation system that evaluates teachers annually; meets EYE requirements; uses valid, reliable, and research-based measurement tool(s) that include observations of instructional quality, evidence of student growth, and parent and student input; and assesses educators' professional development needs. Leadership collaborates with educators to develop needs-based professional development plans based on evaluation results and directs available school resources to support plan implementation.	Leadership regularly monitors teacher implementation of the school's instructional program using the charter-identified teacher supervision and evaluation process. The process incorporates a formal evaluation system that evaluates teachers annually; meets EYE requirements; uses valid, reliable, and research-based measurement tool(s) that include observations of instructional quality, evidence of student growth, and parent input; and assesses educators' professional development needs. Leadership collaborates with educators to develop needs-based professional development plans based on evaluation results.	Leadership monitors teacher implementation of the school's instructional program using the charter-identified teacher supervision and evaluation process. The process evaluation system meets EYE requirements and includes observations of instructional quality, evidence of student growth, and parent input. The evaluation tool(s) may not be valid and/or reliable and, as a result, may be inappropriate for assessing educators' professional development needs.	Leadership's monitoring of teacher implementation of the school's instructional program is limited or rare. The charter-identified educator evaluation process is vague and/or limited to meeting EYE requirements. The evaluation tool is not valid and/or reliable.
4.2 Leadership monitors the fidelity of learning program implementation through charter-identified collaboration structures and directs resources to individual teams as needed to improve student learning by improving instructional practice and program fidelity.	<ul style="list-style-type: none"> ● Collaboration schedule ● Collaboration summary reports ● Supervision and evaluation procedures <ul style="list-style-type: none"> ○ Collaboration processes and norms ○ Collaboration/team minutes ○ Collaboration artifacts ○ Leadership collaboration observation log with notations regarding grade/course specific support needs ● Interviews ● Fidelity monitoring 	School-wide processes and norms for conducting effective charter-identified collaboration have been defined. Processes include assessment of instructional quality and plan for improvement. Leadership regularly and systematically monitors process and norm implementation through direct observation and collection of collaboration team minutes. Leadership uses monitoring results to provide teams with individualized support as needed to improve their collaboration effectiveness and instructional practice.	School-wide processes and norms for conducting effective charter-identified collaboration have been defined, and leadership regularly monitors their implementation through direct observation and collection of team minutes. Leadership uses monitoring results to improve collaboration effectiveness and instructional practice.	Processes for conducting charter-identified collaboration have been defined. Leadership regularly monitors their implementation through the collection of team minutes. Leadership may or may not monitor implementation through direct observation. Leadership may or may not use monitoring results to improve collaboration effectiveness and instructional practice.	Grade level/course teams may meet for collaboration and function with self-identified processes and norms but school-wide collaboration structures are not in place.

		stakeholder survey results ● Accreditation) external review				
Implementation of Charter-identified Learning Support Program	Standard 5: Leadership implements charter-identified learning support programs to meet student needs and achieve charter-identified student achievement and progress goals.	Data Review May Include:	Level 4	Level 3	Level 2	Level 1
	5.1 Leadership implements charter-identified learning support programs.	<ul style="list-style-type: none"> ● Learning support summary reports ● Interviews ● Observations ● Sample documents ● Accreditation external report 	All learning support programs have been implemented as described in the charter application.	Most learning support programs have been implemented as described in the charter application.	Most learning support programs have not been implemented or have been implemented but not as described in the charter application.	Few learning support programs have been implemented or few have been implemented as described in the charter application.