1. CURRICULUM AND STANDARDS

PDR RUBRIC

1. Curriculum and Standards	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
1.1. The school has a clearly defined, comprehensive written curriculum in place that identifies the essential knowledge and skill that all students are expected to achieve and aligns with the state and/or national standards and the school's mission, goals and philosophy.					
A. The curriculum identifies the essential knowledge and skills that all students are expected to achieve.	The document includes the identification of essential knowledge and skills for all core, elective, and mission specific courses that all students are expected to achieve.	The document includes the identification of essential knowledge and skills that all students are expected to achieve in all core content and elective courses and most unique courses and/or mission specific courses.	The document includes the identification of essential knowledge and skills that all students are expected to achieve in all core courses and some elective and mission specific courses.	The document is in the initial stage of development that identifies essential knowledge and skills that all students are expected to know in core courses content areas and electives and mission specific courses. Little or no development for unique or mission specific courses.	Little or no evidence that curriculum development process has occurred.
B. The curriculum aligns with the state and/or national standards.	Standards have been aligned to all relevant state/national standards and the school's mission for all core, elective, and mission-specific courses. For high school programs, core courses include all required courses for graduation.	Standards have been aligned to all relevant state/national standards and all core content and elective courses and most unique courses and/or mission specific courses. For high school programs, core courses include all required courses for graduation.	Standards have been aligned to all relevant state and national standards to all core courses and some elective and mission-specific courses. For high school programs, core courses include all required courses for graduation.	Selected standards have been identified (not necessarily aligned) for core courses (including graduation requirements at the high school level).	Little or no evidence that the state/national standards have been identified.
C. The curriculum aligns with school's mission, goals and philosophy.	All curriculum components for mission-specific courses/programs are fully aligned with the school's mission, goals and philosophy.	All curriculum components for mission-specific courses/programs are mostly aligned with the school's mission, goals and philosophy.	All curriculum components for mission-specific courses/programs are partially aligned with the school's mission, goals and philosophy.	Few components of the mission-specific courses/program are aligned with the school's mission, goals and philosophy.	The curriculum does not align with or reflect the school's mission, goals and philosophy.

1. CURRICULUM AND STANDARDS

Possible sources/evidence:

- Course offerings, including scope and sequence
- Annual Report
- Syllabi, unit and daily lesson plans
- Performances and demonstrations
- Professional development calendar

- Meetings with school leadership team, teachers, curriculum coordinator
- Class observations
- Text and other materials
- Extracurricular programs that reinforce mission and goals

Curriculum is a design plan for learning that schools should use to guide instruction for students. Moreover, a well-developed fully designed curriculum (document) should include frameworks for each course (core, elective and mission specific) and subject areas that contain the following components:

- national and state standards and indicators;
- objectives that are aligned to standards;
- pacing guides that provide daily/weekly guidance on when to teach the standards/indicators;
- lesson plans that include instructional strategies aligned to content;
- instructional best practices inclusive of any distinctive techniques/ pedagogy to be employed;
- instructional materials/ textbooks/technology to be used;
- differentiation for student populations (modified instructional strategies and materials for ELL, SPED, Advanced Learner);
- formative and summative assessments used to track and evaluate student performance and drive instruction; and,
- number of hours/ minutes per week the school will devote to each course (master schedule, class schedule)

1. CURRICULUM AND STANDARDS

1. Curriculum and Standards	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
1.2. The school's curriculum is implemented with fidelity, and resources (human/material) are available to support the implementation of the curriculum.					
A. The school's curriculum is implemented with fidelity.	All teachers and administrators demonstrate a clear understanding of the curriculum and implement it effectively in accordance with written documents across all grade levels and subject areas.	Most teachers and administrators demonstrate a clear understanding of the curriculum and implement it effectively in accordance with written documents across most grade levels and subject areas.	Many teachers and administrators' curriculum skill level is at the development stage. The current level of development. Many teachers and administrators demonstrate an understanding of the curriculum and implement it effectively in accordance with written documents. This skill is developing for other staff. The current level of development, coordination and implementation across grade levels or subject areas is adequate.	Some teachers and administrators demonstrate an understanding of the curriculum and how to implement it effectively in accordance with written documents. The development, coordination and implementation across grade levels or subject areas are incomplete. Efforts to coordinate curriculum are made, but do not lead to a shared vision for student learning.	Few teachers and administrators demonstrate that they know how to implement the curriculum effectively and in accordance with written documents. Little effort is made to coordinate the curriculum across the grade levels or subject areas.

1. CURRICULUM AND STANDARDS

1. Curriculum and Standards	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
1.2. The school's curriculum is implemented with fidelity, and resources (human/material) are available to support the implementation of the curriculum.					
B. Resources (human/material) are available to support the implementation of the curriculum.	Appropriate staff, materials of instruction and modified curricular materials are available to meet the needs of all academic student subgroups (ELL, SPED, advanced learners, struggling students) to support curriculum implementation.

Staff are utilized and materials are designed to support all mission-specific curriculum, courses or program implementation

The mission is embedded seamlessly across the curriculum (courses, programs, projects and strategies).

Numerous evidence-based resources are available to support curriculum implementation that considers varied student learning needs and achievement levels. | Appropriate staff, materials of instruction and modified curricular materials to meet the needs of all academic student subgroups (ELL, SPED, advanced learners, struggling students) are available to support curriculum implementation. Staff are utilized and materials are designed to support all mission-specific curriculum, courses or program implementation. | Appropriate staff, materials of instruction and modified curricular materials to meet the needs of all academic student subgroups (ELL, SPED, advanced learners, struggling students) are available to support curriculum implementation. Some resources are available to support mission-specific curriculum, courses or program implementation. | Staff and appropriate curricular materials are available to meet the needs of some academic student subgroups (ELL, SPED, advanced learners, struggling students) to support curriculum implementation. Little evidence of resources available to support the school's mission curriculum, courses or program implementation. | Few human and material resources are available to support curriculum implementation. Varied student learning needs and achievement levels are rarely considered. No evidence of resources to support the school's mission. |

Possible sources/evidence:

- Course offerings, including scope and sequence
- School's Annual Report
- Syllabi, unit text and daily lesson plans, &other materials
- Performances and demonstrations

- Meetings with school leadership team, teachers, curriculum coordinator, SIP Team
- Class observations
- Professional development calendar/Plan
- School Improvement, Corrective Action, Restructuring Plans, is applicable

1. CURRICULUM AND STANDARDS

1. Curriculum and Standards	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
1.3. There are clear, regular and ongoing procedures and a process in place to review and revise the curriculum.					
	The school has clearly developed and well-established processes and procedures in place to review and make adjustments to the curriculum that are based on analyses of ALL of the following: 1) a review of student performance data; 2) the identification of student learning gaps; 3) review of content presentation (i.e., scope and sequence, course outlines).	The school has developed processes and procedures in place to review and make adjustments to the curriculum that are based on analyses of ALL of the following: 1) a review of student performance data; 2) the identification of student learning gaps; 3) review of content presentation (i.e., scope and sequence, course outlines).	The school has developed processes and procedures in place to review and make adjustments to the curriculum that are based on analyses of #'s 1 & 2 (review student data; identify learning gaps) of the following: 1) a review of student performance data; 2) the identification of student learning gaps; 3) review of content presentation (i.e., scope and sequence, course outlines).	The school has developed processes and procedures to review and make adjustments to the curriculum that are based on analyses of only #1 (review of student data) of the following: 1) a review of student performance data; 2) the identification of student learning gaps; 3) review of content presentation (i.e., scope and sequence, course outlines).	The school does not have processes and procedures in place to review and make adjustments to the curriculum, nor have they considered developing such a system.

Possible sources/evidence:

- Course offerings, including scope and sequence
- School's Annual Report
- Syllabi, unit and daily lesson plans
- Documented process of review plan
- School Improvement, Corrective Action, Restructuring Plans, is applicable

- Meetings with school leadership team, teachers, curriculum coordinator, School Improvement Team
- Professional development calendar/plan
- Text and other materials
- Meeting minutes and agendas
- Teachers professional growth plans

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.1. Instruction utilizes effective strategies that are grounded in the school's philosophy and provide opportunities for student learning and active engagement in the learning process.					
A.	The school has a clear instructional philosophy that guides instructional delivery to support high level of academic achievement for most students.	The school has a clear instructional philosophy that guides instructional delivery to support academic achievement for most students.	The school has an instructional philosophy that supports academic achievement. However the philosophy is not evident in all instructional activities.	The school has a developing instructional philosophy.	There is very little evidence of an instructional philosophy.
B.	All teachers use effective strategies that provide extensive opportunities for student learning. All students are actively engaged in the learning process. Consistent implementation of strategies across all instructional activities as evidenced in classroom observations: 1) Make Instructional Connections 2) Task Engagement 3) Collaboration 4) Critical Thinking 5) Proactive Classroom Management 6) Effective Lesson/ 7) Instructional Delivery	Almost all teachers use effective strategies that provide extensive opportunities for student learning. Almost all students are actively engaged in the learning process. Consistent implementation of strategies in most instructional activities as evidenced in classroom observations: 1) Make Instructional Connections 2) Task Engagement 3) Collaboration 4) Critical Thinking 5) Proactive Classroom Management 6) Effective Lesson/ 7) Instructional Delivery	Most teachers use effective strategies that provide opportunities for student learning. Most students are actively engaged in the learning process. Implementation of some strategies in most classrooms as evidenced in classroom observations: 1) Make Instructional Connections 2) Task Engagement 3) Collaboration 4) Critical Thinking 5) Proactive Classroom Management 6) Effective Lesson/ Instructional Delivery	Some teachers use effective strategies that provide opportunities for student learning. Some students are actively engaged in the learning process. Implementation of at least two strategies in a few classrooms as evidenced in classroom observations: 1) Make Instructional Connections 2) Task Engagement 3) Collaboration 4) Critical Thinking 5) Proactive Classroom Management 6) Effective Lesson/ Instructional Delivery	Few teachers use effective strategies that provide opportunities for student learning. It is not clear that students are actively engaged in the learning process. No evidence of implementation of strategies noted in classroom observations: 1) Make Instructional Connections 2) Task Engagement 3) Collaboration 4) Critical Thinking 5) Proactive Classroom Management 6) Effective Lesson/ Instructional Delivery

Possible sources/evidence:
- Classroom observations
- School Improvement, Corrective Action, Restructuring Plans, is applicable
- Meetings with faculty, curriculum coordinator, school leadership team and School Improvement Team
- Meeting minutes and agendas
- Professional development calendar/plan
- School's Annual Report – Evidence of academic and/or instructional programs and instructional philosophy
- Strategies for advanced or struggling students
- Lesson and unit plans
- NCLB Quarterly evaluation forms and remediation plans

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.2. The school has strategies in place to address the variant student needs and learning preferences, inclusive of students at risk of academic failure, advanced learners, and/or students not making reasonable progress toward achieving school goals.					
	The school implements research-based and/or effective special programs and provides a full complement of resources to help students who are struggling academically, advanced learners, and/or students not making reasonable progress to meet school goals.	The school implements research-based or effective special programs and provides resources to help students who are struggling academically, the advanced learners, and/or students not making reasonable progress to meet school goals.	The school adequately implements programs and provides adequate resources to help students who are struggling academically, advanced learners, and/or students not making reasonable progress to meet school goals.	The school implements a limited number of programs to help students who are struggling academically, the advanced learners, and/or students not making reasonable progress to meet school goals.	The school has not implemented programs/resources to help students who are struggling academically, advanced learners, and/or students not making reasonable progress to meet school goals.

Possible sources/evidence:

- Professional development calendar/plan
- Evidence of instructional modifications
- Meetings with faculty, curriculum coordinator, SPED coordinator and school leadership team
- School Improvement, Corrective Action, Restructuring Plans, if applicable
- Meeting agendas and minutes
- Lesson and unit plans
- NCLB Quarterly evaluation forms and remediation plans

- Evidence of instructional modifications
- Communication with families
- School's Annual Report: Evidence of supplemental services, budget, and, evidence of programs directed to students with serious academic needs and participation rates in those programs.

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.3. The school ensures that a program, and services are in place and essential strategies are utilized to meet the needs of English Language Learners (ELL).					
A. The school has a program in place to meet the needs of English Language Learners.	The school ensures a successful program in place to identify, meet the needs of and monitor the progress of English Language Learners who enroll at the school.	The school has a successful program in place to identify, meet the needs of, and monitor the progress of English Language Learners who enroll at the school.	The school has a program in place to identify, meet the needs of, and monitor progress of English Language Learners who enroll at the school.	The school has a developing program in place to identify, meet the needs of and monitor progress of English Language Learners who enroll at the school.	The school does not have a program in place for English Language Learners who enroll at the school.
B. The school is in compliance with its services implementation	The services are in keeping with federal regulations and exceed standards for staffing with requisite training, qualifications, and material resources.	The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and material resources.	The services are in keeping with federal regulations for staffing, training and material resources.	The services are in keeping with federal regulations but could benefit from increased staffing, improved staff training/ qualifications, and additional resources.	The services are out of compliance with federal regulations and/or there are no services in place for existing students
C. The school ensures that staff utilize essential strategies to support the literacy needs of English Language Learners	The school ensures that teachers utilize the most appropriate and effective instructional best practices and strategies to support ELL's language development/ acquisition in building comprehension, fluency, understanding, and vocabulary.	The school provides appropriate and effective instructional best practices and strategies for teachers to use to support ELL's language development/ acquisition in building comprehension, fluency, understanding, and vocabulary.	The school provides some effective instructional best practices and strategies for teachers to use to support ELL's language development/ acquisition in building comprehension, fluency, understanding, and vocabulary.	The school provides limited instructional best practices and strategies for teachers to use to support ELL's language development/ acquisition in building comprehension, fluency, understanding, and vocabulary.	The school does not have instructional best practices and strategies in place for ELL's.

Possible sources/evidence:

- Classroom Observations
- Professional Development Calendar
- Meeting agendas and minutes

- School Improvement , Corrective Action, Restructuring Plans, if applicable
- Meetings with faculty, curriculum director, ESL and/ team teacher, leadership team, School Improvement Team and students

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.4. Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals are in place.					
A. The school utilizes instructional strategies that address the special needs of students according to IEP objectives.	The school has alternative curriculum/ instructional modifications, made through school wide collaboration in place that are consistently and appropriately implemented, to meet the individual needs for special education students according to IEP objectives.	The school has alternative strategies and curricular/instructional modifications in place that are consistently and appropriately implemented to meet the individual needs for special education students according to IEP objectives.	The school has alternative strategies and instructional adjustments in place to meet the individual needs for students with special needs according to IEP objectives.	The school has minimal strategies in place to ensure students with special needs are served according to IEP objectives.	Strategies are not in place to ensure students with special needs are served according to IEP objectives.
B. The school allocates resources (human or material) to address the needs of students with special needs.	The school has allocated ample staffing and sufficient material resources to ensure appropriate support to students with special needs. The school provides regularly scheduled and ongoing staff training opportunities to ensure appropriate use of material resources and most effective support of the student.	The school has allocated ample staffing and sufficient material resources to ensure appropriate help to support students with special needs. The school provides regularly scheduled staff training opportunities to ensure appropriate use of material resources and most effective support of the student.	Essential staffing and material resources are allocated to help support students with special needs. The school provides some scheduled staff training opportunities to ensure appropriate use of material resources and most effective support of the student.	Limited staffing and needed material resources are allocated to help support students with special needs. The school provides little staff training opportunities to ensure appropriate use of material resources and most effective support of the student.	Staffing or material resources are not allocated to help support students with special needs. The school provides no staff training opportunities to ensure appropriate use of material resources and most effective support of the student.
C. The school provides related services and/ or accommodations for students according to IEPs.	The school ensures related services are scheduled according to IEP objectives and with minimal interruption to the student's instructional program. The school tailors accommodations specific to individual needs as identified in student IEP's. The school provides opportunities and accommodations for collaboration among instructional staff and related service providers.	The school ensures related services are scheduled according to IEP objectives and with minimal interruption to the students' instructional day. The school makes accommodations as identified in student IEP's.	The school provides accommodations and arranges for the provision of related services as identified in student IEP's.	The school does not ensure consistent provision and/or arrangement for related services as identified in student IEP's.	The school makes no provisions for appropriate accommodations or related services as identified in student IEP's.

2. INSTRUCTION

Possible sources/evidence:
- Classroom observations
- Professional development calendar/plan
- Meeting agendas and minutes

- School Improvement , Corrective Action, Restructuring Plans, if applicable
- Meetings with faculty, curriculum director, SPED coordinator, school leadership team and School Improvement Team
- PCSB Special Education Quality Review Report

Evidence of 2.4 (Progress in meeting school goals):
- Student participation in district wide assessment and accountability programs
- Student performance on assessment indicators
- Student outcomes by subgroup in all areas of the school accountability plan
- Student participation in school-wide enrichment courses and programs
- Student participation in higher level courses
- Student access in all areas of school enrichment and enhancement programs

Evidence of 2.4 (Progress in meeting IEP goals):
- Student IEPs are reviewed or revised at least annually
- Student IEP goals and objectives are updated at least as frequently as progress is reported to parents for non-disabled students (quarterly, monthly)
- Documentation of multi-disciplinary/IEP team collaboration
- Student accommodations and modifications as specified on IEPs are in place and routinely used

Evidence of 2.4.a:

- Student IEPs are current and readily available for service providers who work with the students
- Classroom teacher is aware of IEP objectives, modifications and accommodations specified on IEP document
- Accommodations and modifications are provided as specified

Evidence of 2.4b:
- Student IEPs indicate related services which are provided by qualified personnel
- Student IEPs indicate frequency and duration of special education and related services which are cross referenced with provider's schedules
- Supplementary aids and services outlined on IEPs are provided as indicated
- Modified texts and materials are readily available to address all learner outcomes
- Differentiated reading programs are available to address all levels
- Alternative, alternate, and supplemental curriculum is available
- Alternative, alternate and modified assessment methods are provided

Evidence of 2.4c:
- Additional support is provided within a continuum of services model
- Special education program implementation supports students in the least restrictive environment
- Appropriate multidisciplinary team to collaborate for student success
- Appropriate and timely assessments in all areas of identified weaknesses

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.5. Time is made available throughout the year for planning designed to enhance and extend teaching and learning.					
	The school day, the annual calendar and master schedule reflect a high priority given to instructional planning as evidenced through instructional units and lesson plans, learning walks, teaching models, curriculum modifications designed to meet the needs of individuals and/or specific subgroups;	The school day, the annual calendar, and master schedule reflect a strong focus on providing multiple opportunities for instructional planning to meet academic student needs and enhance the instructional program.	The school offers a moderate amount of instructional planning time daily designed to meet student academic needs	The school offers some instructional planning time during the daily and/or weekly schedule.	The school offers little to no time in the daily schedule for instructional planning.

Possible sources/evidence:

- Professional development calendar/plan
- School calendar
- Instructional planning reflects in walk through data
- Instructional units and lesson plans

- School Improvement , Corrective Action, Restructuring Plans, if applicable
- Meeting agendas and minutes with faculty, curriculum director, instructional coach and school leadership team

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.6. Professional development offerings provide support in meeting the school's academic, non-academic, and mission specific performance goals and addresses any identified shortcomings in student learning.					
	Timely, ongoing, and data driven professional development offerings that address teacher needs, unique student learning needs and mission-specific goals.	Ongoing professional development offerings reflect analysis of student assessment data and are aligned to the academic, non-academic, and mission- specific goals.	Professional development offerings reflect analysis of student assessment data and are aligned to the academic, non-academic, and mission-specific goals.	Few professional development offerings reflect analysis of student assessment data that are aligned to the academic, non-academic goals, and/or mission-specific goals.	None of the professional development offerings address identified shortcomings in student learning or mission-specific goals.

Possible sources/evidence:
- Performance Management Framework (PMF), PMF data reports
- School Improvement , Corrective Action, Restructuring Plans, if applicable
- Professional development calendar/plan

- Sample training materials

- Instructional coach/curriculum director schedule

- Meetings with faculty, curriculum director, school leadership team and School Improvement Team
- Meeting agendas and minutes

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.7. A system of support is in place for new and struggling teachers. The school is in compliance with NCLB mandates as it relates to meeting Highly Qualified Teacher (HQT) requirements.					
A. A system of support is in place for new and struggling teachers.	The school implements a support system that is highly effective in meeting the all the needs of new and struggling teachers. Inclusive of: • New teacher Induction • Tiered PD • External PD(Courses, conferences, training seminars) • Coaching and mentoring • Individualized PD Plan	The school implements a support system that meets the needs of most new and struggling teachers Includes most of the following professional development strategies: • New teacher Induction • Tiered PD • External PD(Courses, conferences, training seminars) • Coaching and mentoring • Individualized PD Plan	The school provides support to new and struggling teachers Includes some professional development strategies: • New teacher Induction • Tiered PD • External PD(Courses, conferences, training seminars) • Coaching and mentoring • Individualized PD Plan	The school provides support to new and struggling teachers. Includes at least one of the following professional development strategies: • New teacher Induction • Tiered PD • External PD(Courses, conferences, training seminars) • Coaching and mentoring • Individualized PD Plan	The school offers little or no support to new and struggling teachers.
B. The school is in compliance with NCLB mandates as it relates to meeting Highly Qualified Teacher (HQT) requirements.	Evidence exists that the school provides extensive support for all identified teachers in meeting the requirements in the HQ Compliance Action Plan.	Evidence exists that the school provides support for all identified teachers in meeting the requirements in the HQ Compliance Action Plan.	Evidence exists that teachers not designated as HQ, have an individualized HQ Compliance action plan.	Evidence exists that not all teachers not designated as HQ have a completed HQ Compliance Action Plan.	There is no evidence that all teachers not designated as HQ have been identified. There is no evidence that HQ Compliance Action Plans exist for teachers not designated as HQ.

Possible sources/evidence:
- School Improvement , Corrective Action, Restructuring Plans, if applicable
- School's HQ Compliance Action Plan to meet NCLB highly qualified teacher requirement
- Meetings with faculty, school leadership team and School Improvement Team
- Professional development calendar and summer teacher orientation schedule/agenda

3. ASSESSMENT

3. Assessment	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
3.1. The school administers standardized and internal assessments that are aligned to state standards and Performance Management Framework (PMF) goals and targets; test results are made available regularly and in a usable format. (Assessment data are reflected in the SIP, if applicable.)					
A. The school administers standardized and internal assessments that are aligned to state standards and Performance Management Framework (PMF) goals and targets.	The school administers a wide range of standardized and internal assessments, purposefully selected, and aligned with adopted standards and Performance Management Framework (PMF) goals and targets.	The school administers standardized and internal assessments purposefully selected and aligned with adopted standards and Performance Management Framework (PMF) goals and targets.	The school administers standardized and internal assessments aligned with adopted standards and Performance Management Framework (PMF) goals and targets.	The school administers few standardized and internal assessments that are not always aligned with adopted standards and Performance Management Framework (PMF) goals and targets.	The school administers the state standardized assessment. The school's internal assessments are not aligned with adopted standards and Performance Management Framework (PMF) goals and targets.
B. Test results are made available regularly.	Assessment results are available to the instructional staff in a timely manner and provided with high frequency.	Assessment results are available most often in a timely manner and provided at frequent intervals to the instructional staff.	Assessment results are sometimes available in a timely manner and at frequent intervals.	Assessment results are rarely available in a timely manner.	Assessment results are not available on a regular basis.
C. Test results are provided in a useable format.	Assessment results, by all subgroups, are analyzed and discussed frequently (more than quarterly) according to the assessment utilization plan to inform instruction at the school and classroom levels.	Assessment results, by most subgroups, are analyzed and discussed at least quarterly according to the assessment utilization plan to inform instruction at the school and classroom levels Results are reported in a format that may be used easily to make school/classroom level decisions.	Assessment results are reported in a format that may be used to inform instruction at the school/classroom level.	Assessment results as reported may not be in a format that informs instruction.	Assessment results are not reported in a useable format.

Possible sources/evidence:
- Grade/content-level team meeting agendas
- School's Annual Report
- School's internal assessment data and reports
- School action plan/comprehensive education plan

- School Improvement, Corrective Action, Restructuring Plan, if applicable
- Meetings with instructional staff, school leadership team and School Improvement Team
- Meeting agendas and minutes

DC Public Charter School Board Program Development Review Rubric

3. ASSESSMENT

3. Assessment	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
3.2. The school has a system in place to collect, record, analyze, and track student academic data to determine success in meeting academic, non-academic, and mission specific goals; and, reports and communicates school wide data to staff, school Board, parents, the PCSB and other community members.					
A. The school has a system in place to collect, record, analyze, and track student academic data to determine success in meeting academic, non-academic, and mission specific goals.	The school has a system in place to collect, record, analyze and track student academic data to determine success in meeting all school goals.	The school has a system in place to collect, record, analyze, and/or track student academic data to determine success in meeting the almost all of the school goals.	The school has a system in place to collect, record and/or analyze student academic data to determine success in meeting most of the school's goals.	The school has a system in place for collecting and recording student academic data. Data are not organized and analyzed regularly.	The school does not have a system in place for collecting and recording student academic data. Data are not organized and analyzed regularly.
B. The school reports and communicates school wide data to staff, school Board, parents, the PCSB and other community members.	The school regularly reports and communicates findings from the school-wide data to, staff, school's Board, parents, the PCSB and other community members.	The school-wide data are regularly reported to staff, school's Board, parents, the PCSB and other community members.	School wide-data are reported to staff, school's Board, parents, the PCSB and other community members as required.	School-wide data are inconsistently reported to staff, parents, the PCSB and other community members.	School-wide data are rarely reported to staff, parents, the PCSB and other community members.

Possible sources/evidence:
- School's Annual Report
- Performance Management Framework (PMF), PMF data reports
- Meetings with school leadership team
- Meetings with person(s) responsible for data collection
- Data collection tools; databases to collect and aggregate data
- Compliance review verification

DC Public Charter School Board Program Development Review Rubric

3. ASSESSMENT

3. Assessment	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
3.3. Assessments and evaluation data are used to monitor student learning, instructional effectiveness, and instructional decisions. Ongoing, informal assessments are used to provide increased instructional opportunities.					
A. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	Teachers and administrators use assessment results consistently and at designated intervals in order to support a data driven instructional program that addresses student strengths and weaknesses in content areas, and delivers standards-driven instruction designed to increase student achievement.	Teachers and administrators use assessment and evaluation data consistently and at designated intervals to identify student strengths and weaknesses in content areas, to make decisions to improve instructional delivery and to increase student achievement.	Teachers and administrators use assessment and evaluation data to identify student strengths and weaknesses in content areas, make decisions to improve instructional delivery and increase student achievement.	Some teachers and administrators use assessment results to identify student strengths and weaknesses in content areas, make decisions to improve instruction delivery and increase student achievement.	Teachers and administrators rarely use assessment results to identify student strengths and weaknesses in content areas, make decisions to improve instruction delivery and increase student achievement.
B. Ongoing, informal assessments are used to provide increased instructional opportunities.	A wide range of informal classroom assessments is used consistently to provide instructional opportunities.	Several informal classroom assessments are used consistently to provide instructional opportunities.	Informal classroom assessments are used to provide some increased instructional opportunities.	Informal classroom assessments are rarely used to provide increased instructional opportunities.	Informal classroom assessments are not used to provide increased instructional opportunities with any consistency or purpose.

Possible sources/evidence:
- Grade/content-level team meeting agendas
- School's Annual Report
- School Improvement, Corrective Action, Restructuring Plans, is applicable
- Professional development calendars/plans
- Classroom observations
- Meetings with instructional staff, school leadership team and School Improvement Team
- Meeting agendas and minutes
- Unit lesson plans that demonstrate varied instructional delivery and assessment strategies

3. ASSESSMENT

3. Assessment	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
3.4. Procedures to ensure accurate and timely identification and evaluation of students who have special needs are in place.					
	Evidence that a formal and systematic process is consistently implemented with fidelity to identify and evaluate children with special needs. The process is transparent and accessible to parents, teachers and all relevant stakeholders.	Evidence that a formal and systematic process is consistently implemented with fidelity to identify and evaluate children with special needs. The process may be developing transparency for all relevant stakeholders.	Evidence that a formal process is consistently implemented to identify and evaluate children with special needs.	Evidence that a formal process is inconsistently implemented to identify and evaluate children with special needs.	No evidence of a formal process to identify and evaluate children with special needs.

Possible Sources/Evidence:
- SST and MDT meeting minutes
- Professional development calendars/plans
- School Improvement, Corrective Action, Restructuring Plans, if applicable
- Grade/content-level team meeting agendas
- Meetings with instructional staff and school leadership team

Additional Evidence:

- Procedures are in place to provide strategies for a variety of academic and behavioral concerns through a formal Intervention Assistance/Student Support team
- Documentation is available which addresses implementation of strategies as they relate to student success
- Formal referral process is in place for the Child Study/Student Study Team
- Documentation of Child Study/Student Study team deliberations through MDT notes are available in the student record
- Parental consent for formal evaluations is documented and part of the student record
- Evaluations are completed within the required timeframe
- Evaluations are appropriate for eligibility determination
- MDT notes reflect the committee's review of formal evaluations and eligibility determination for special education
- IEP is developed within the required timeframe and addresses all required elements
- IEPs are developed, reviewed or revised at least annually
- Eligibility determination is reviewed at least every three years

3. ASSESSMENT

3. Assessment	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
3.5. Procedures to ensure accurate and timely identification and assessment of English Language Learners (ELL) are in place.					
	Evidence that a formal process for identification of ELL is consistently implemented with fidelity. Evidence that appropriate services and accommodations are provided. The process is transparent and accessible to parents, teachers and all relevant stakeholders. Reports are provided to stakeholders frequently.	Evidence that a formal process for identification of ELL is consistently implemented with fidelity. Evidence that appropriate services and accommodations are provided. Reports are provided to parents and teachers periodically.	Evidence that a formal process for identification and placement of ELL is consistently implemented.	Evidence that a formal process for identification and placement of ELL is inconsistently implemented.	There is no evidence of a formal process to identify and assess students for ELL services.

Possible Sources/Evidence:
- ELL Program guide.
- Meetings with instructional staff and school leadership team.
- Classroom observations
- Lesson plans that demonstrate accommodations, modified instructional delivery and assessment strategies.

Additional Evidence:
- The state approved English Language Proficiency (ELP) assessment is administered to identify and assess ELL students.
- The WIDA ACCESS placement tests are administered annually in the spring to students K-12.
- Evidence that accommodations are provided to students in administering the state standardized assessments.
- Evidence that authentic assessments are used to assess students' understanding of concepts.

4. SCHOOL CLIMATE: STUDENTS AND PARENTS

4. School Climate	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
4.1. Quality instruction is promoted through programs, procedures and practices designed to provide an academic learning climate in support of student achievement.					
	Programs, procedures and practices are in place that are deliberately designed to provide an academic learning climate reflective of the school's mission in which quality instruction and student achievement are valued and supported at the highest level. Programs, procedures, and practices reflect all school goals and include all stakeholders. Student and staff accomplishments are most frequently recognized and honored, at least monthly, through established programs and methods implemented by the school.	Programs, procedures and practices are in place that are deliberately designed to provide an academic learning climate in which quality instruction and student achievement are highly valued and supported. Planned programs, procedures and practices reflect most school goals and include almost all stakeholders. Student and staff accomplishments are recognized and honored at least quarterly.	Programs, procedures and practices are available to provide an academic learning climate that supports student achievement and promotes quality instruction. Programs, procedures, and practices reflect some school goals and include most stakeholders. Student and staff accomplishments are recognized and honored at least twice yearly.	Few programs, procedures and/or practices are available to provide an academic learning climate that supports student achievement and promotes quality instruction. Programs, procedures, and practices reflect few school goals and include few stakeholders. Student and staff accomplishments are recognized and honored at least once annually.	No programs, procedures or practices are available to provide an academic learning climate that supports student achievement and promotes quality instruction. Student and staff accomplishments are not recognized nor honored.

Possible sources/evidence:

- Classroom and site observations
- Meetings with students and parents
- School wide discipline models
- Rituals and Routines
- Extended learning opportunities
- Incentive programs
- School pride activities

- Professional development calendar/opportunities
- Awards and recognition activities/events
- Character Education programs
- Parent involvement and training programs
- Extra curricular opportunities
- School calendar of activities
- Physical plant

4. SCHOOL CLIMATE: STUDENTS AND PARENTS

4. School Climate	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
4.2. The school is a safe and orderly learning environment.					
	The school's discipline policies and practices are clearly articulated and systematically enforced by all administration and staff through a tiered infraction system, and regularly revisited with staff, students, and parents.

The school maintains a positive, safe and orderly environment through proactive planning and consistent implementation by the administration and staff.

Interactions between adults and students are characterized by a high degree of mutual respect.

Almost all students demonstrate adherence to the code of conduct. | The school's discipline policies and practices are articulated and enforced by all of the administration and almost all the staff through a tiered infraction system and occasionally revisited with staff, students and parents.

The school maintains a positive, safe and orderly environment through proactive planning and implementation by the admin and staff

Interactions between adults and students are characterized by a high degree of mutual respect.

Most students demonstrate adherence to the code of conduct. | The school's discipline policies and practices are articulated to staff, students, and parents and enforced by the administration and most of the staff.

The school is predominantly a safe and orderly learning environment where interactions between adults and students exhibit mutual respect.

Many students demonstrate adherence to the code of conduct. | The school's discipline policies and practices are articulated to staff, students and parents but do not include a tiered infraction system and are not consistently enforced by the administration and staff.

The school does not consistently maintain a safe and orderly learning environment and/or respectful interactions between adults and students.

Students demonstrate inconsistent adherence to the code of conduct. | The school's discipline policies and practices are not clearly articulated to staff, students and parents nor regularly enforced by administration and staff, resulting in an unsafe and disorderly learning environment.

Students demonstrate little to no adherence to the code of conduct. |

Possible sources/evidence:
- Student/parent handbook
- Meetings with Dean, school leadership, parents
- Classroom and site observations (rules posted in hallways and/or classrooms, student behavior during change of periods, lunch and recess)
- Suspension/expulsion data (PCSB 2010 School Performance Report and School's Annual Report)
- Annual attendance rate (PCSB 2010 School Performance Report and School's Annual Report)

4. SCHOOL CLIMATE: STUDENTS AND PARENTS

4. School Climate	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
4.3. Parents/guardians and students are satisfied with the school.					
A. The school offers opportunities for parental involvement in academic and social activities that relate to student achievement. The school monitors parent involvement in school activities and has a system for monitoring parent and student satisfaction.	The school offers numerous and varied opportunities for parental involvement in academic and social activities that are aligned to the school's mission and relate to raising student achievement. The school has a system for monitoring parent and student satisfaction. Results indicate high satisfaction for both parent and students.	The school offers many opportunities for parental involvement in academic and social activities that are aligned to the school's mission and relate to raising student achievement. The school has a system for monitoring parent and student satisfaction.	The school offers some opportunities for parental involvement in academic and social activities that are aligned to the school's mission and/or relate to student achievement. The school monitors parent involvement in school activities.	The school offers few academic and social activities. The activities may or may not be aligned to the school's mission or designed to raise student achievement.	The school offers little to no opportunities for parental involvement in academic and social activities.
B. The school meets or exceeds the 75% re-enrollment rate.		The re-enrollment rate exceeds 75%. Not applicable (N/A) for Adult Education and Early Childhood Programs	The re-enrollment rate equals 75%. Not applicable (N/A) for Adult Education and Early Childhood Programs	The re-enrollment rate is less than 75%. Not applicable (N/A) for Adult Education and Early Childhood Programs	

Possible sources/evidence:
- School's Annual Report, including parent survey results
- Discussions with parents and students about the school climate, parental involvement and academic performance expectations
- Parent organization
- School calendar
- Student re-enrollment rate (PCSB 2010 School Performance Report and school's Annual Report)
- School Improvement, Corrective Action, Restructuring Plans, if applicable

5. GOVERNANCE AND MANAGEMENT

5. Governance and Management	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
5.1. The Board and school administrators govern and manage in a manner consistent with the school's design and mission.					
	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that the design is sometimes used to manage and govern the school.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members fail to demonstrate an understanding of the school's design and/or they do not use it to manage and govern the school.

Possible sources/evidence:
- Meeting with Board of Trustees
- Meeting with school leadership team
- School's Annual Report
- School's charter
- Strategic plan
- School Improvement, Corrective Action, Restructuring Plans
- Formal amendments to charter

5. GOVERNANCE AND MANAGEMENT

5. Governance and Management	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
5.2. The Board and the school's administration ensure adequate resources to further the academic and organizational success of the school, including but not limited to adequate facilities, additional funding, and services for special needs students.					
	The Board and school administration effectively deploy resources to further the academic and organizational success of the school. Such deployment has resulted in significant improvement in the school's academic and organizational success. The school continues to demonstrate exceptionally high performance as it relates to those goals.	The Board and school administration effectively deploy resources effectively to further the academic and organizational success of the school. Such deployment has resulted in improvement in the school's academic and organizational success.	The Board and school administration adequately deploy resources to further the academic and organizational success of the school. Such deployment, however, has not led to improved academic or organizational performance nor has it negatively impacted the school's existing performance.	The Board and school administration deploy limited resources to further the academic and organizational success of the school. Such deployment has not led to appreciable improvement in the school's academic and organizational performance.	There is little or no evidence that the school's Board and administration work to deploy resources in a way that supports the academic and organizational work of the school. The lack of adequate resources is directly linked to the school's poor academic and organizational performance.

Possible sources/evidence:
- Meeting with Board of Trustees
- Meeting with school leadership team
- Board minutes
- School's Annual Report
- Board's strategic plan (if available)
- School Improvement, Corrective Action, Restructuring Plans, is applicable

5. Governance and Management	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
5.3. The Board has ensured strong and stable school leadership.					
	The Board has established a school that maintains exceptional academic performance and stability through its school leader. Changes in the school leader either lead to exceptional performance or have not negatively impacted the school's exceptional performance. Board annually reviews School Leader through an evaluation and maintains a school leader succession plan.	The Board has established a school that maintains above average academic performance and stability through its school leader. Changes in the school leader either lead to improved performance or have not negatively impacted the school's existing performance. Board annually reviews School Leader through an evaluation and maintains a school leader succession plan.	The Board has established a school that maintains average academic performance and stability through its school leader. Changes in the school leader either lead to improved performance or have not negatively impacted the school's existing performance. Board annually reviews School Leader through an evaluation and has discussed school leader succession.	The Board has established a school that maintains below-average performance and lacks stability through its school leader. Changes in school leadership have not led to an appreciable improvement in performance. Board does not annually review School Leader through an evaluation and has not considered school leader succession.	The Board has established a school that is unstable and maintains low levels of academic performance through its school leader. There have been no changes in school leadership or the changes have not led to an appreciable improvement in academic performance. Board does not annually review School Leader through an evaluation and has not considered school leader succession.

Possible sources/evidence:
- Meetings with school leadership team, principal and Board of Trustees
- PCSB 2010 School Performance Report (standardized test data)
- School Leader evaluations(s) & process for evaluation
- Interviews with teachers
- Interviews with parents (if possible)
- Written staff leadership succession plans

5. Governance and Management	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
5.4. The Board has stable leadership and a succession plan.					
	The Board has established strong leadership through stable and experienced board officers. The board maintains a written succession plan for board leadership and maintains strong membership and recruiting.	The Board has established strong leadership and experienced board officers. The board maintains a written succession plan for board leadership and attempts to maintain strong membership and recruiting.	The Board has established strong leadership, but leadership has not been stable. The board maintains a written succession plan for board leadership and attempts to maintain strong membership and recruiting.	The Board has not established strong leadership through stable and experienced board officers. The board does not maintain a written succession plan for board leadership nor maintain strong membership and recruiting.	The Board is unstable and is not experienced. The board does not maintain a written succession plan for board leadership nor maintain strong membership and recruiting.

Possible sources/evidence:
- Meetings with school leadership team, principal and Board of Trustees
- PCSB 2010 School Performance Report (standardized test data)
- Written board succession plans.
- Reports from Governance/Trusteeship/Nominating Committees.
- Board minutes.

5. Governance and Management	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
5.5. The Board sets academic, financial, and other key annual targets and provides adequate oversight of these expectations.					
	The Board sets annual targets for academics and finance, as well as school-specific goals. Board regularly reviews progress on these goals with specific tools (such as a dashboard) and works with the School Leader to make mid-course corrections and new targets as is necessary. Targets exceed minimal expectations of NCLB, etc.	The Board sets annual targets for academics and finance, as well as school-specific goals. Board regularly reviews progress on these goals with specific tools (such as a dashboard) and works with the School Leader to make mid-course corrections and new targets as is necessary.	The Board sets targets for academics and finance, as well as school-specific goals. Board regularly reviews progress on these goals and may or may not work with the School Leader to make mid-course corrections and new targets as is necessary. No specific tools (such as dashboards are used).	The Board does not set any specific targets for academics and finance, as well as school-specific goals. Board does not regularly review progress on these goals with specific tools (such as a dashboard) and may or may not work with the School Leader to make mid-course corrections. Board does not set new targets as is necessary.	The Board does not set any targets for academics and finance, as well as school-specific goals. Board does not regularly review progress on these goals with specific tools (such as a dashboard) and does not work with the School Leader to make mid-course corrections nor set new targets as is necessary.

Possible sources/evidence:
- Meetings with school leadership team, principal and Board of Trustees
- PCSB 2010 School Performance Report (standardized test data)
- School Leader evaluations(s) & process for evaluation
- Interviews with teachers
- Interviews with parents (if possible)
- Written succession plans