



Charter School Rubric

Management & Planning

The Vision Behind the School

INDICATOR	PROFICIENT	DEVELOPING	EMERGING
Purpose, Mission, and Statutory Alignment	Mission is clear, coherent, and explicitly aligned to Wyoming statutory purposes and intended student population.	Mission is unclear, internally inconsistent, or misaligned with the statutory purposes of Wyoming public education.	Mission is stated but lacks clarity, coherence, or explicit alignment to statutory purposes and target population.
Charter School Model and Evidence of Effectiveness	School model is clearly articulated, mission-aligned, and supported by reasonable evidence of effectiveness.	School model is vague, unsupported, or disconnected from mission and community need.	School model is described but lacks sufficient evidence, rationale, or clarity of implementation.

Administrative Structure

INDICATOR	PROFICIENT	DEVELOPING	EMERGING
Applicant and Founding Team Capacity	The founding team demonstrates relevant experience and capacity aligned to the proposed school model	Founding team lacks demonstrated experience or capacity to execute the proposed educational and operational plan.	Founding team demonstrates some relevant experience but significant capacity gaps remain.
Governing Board Structure and Oversight Capacity	Governance structure and policies are complete, clear, and compliant with Wyoming law.	Governance structure, bylaws, or required policies are missing, unclear, or non-compliant.	Governance structure is described but policies, roles, or compliance elements are incomplete.
Administration and ESP Oversight	Administrative structure and ESP oversight are clear, compliant, and feasible.	Administrative plan or ESP relationships are unclear, unsupported, or present conflicts of interest.	Administrative plan is described but oversight mechanisms or capacity are insufficient.

Recruitment and Enrollment

INDICATOR	PROFICIENT	DEVELOPING	EMERGING
Projected Enrollment	Enrollment projections are clear, realistic, and internally consistent. Projections align with facilities, staffing, budget, and grade configuration and are supported by reasonable assumptions.	Enrollment projections are missing, unclear, internally inconsistent, or unsupported by data. Projections do not align with facilities, staffing, budget, or grade configuration.	Enrollment projections are provided but lack sufficient rationale, detail, or alignment with other components of the application. Assumptions are weak or inconsistently applied.
Proposed Demographics	Proposed demographics are reasonable, clearly presented, and aligned with the proposed community and enrollment projections.	Proposed demographics are missing, implausible, or unsupported. Demographic projections are inconsistent with the proposed community or enrollment plan.	Proposed demographics are included but lack sufficient explanation, data support, or alignment with the community context.
Recruitment Policies	Recruitment policies are clear, compliant, and designed to ensure broad, equitable access to the school.	Recruitment policies are missing, unclear, or include practices that could discourage or exclude certain student populations.	Recruitment policies are described but lack clarity, detail, or assurance of equitable access.
Admissions and Enrollment Policies	Admissions and enrollment policies are clear, complete, and compliant with statutory and charter requirements.	Admissions and enrollment policies are missing, unclear, or inconsistent with state law or charter requirements.	Admissions and enrollment policies are described but lack clarity, completeness, or procedural detail.
Enrollment Preferences	Enrollment preferences are clearly described, limited to those permitted by law, and applied in a transparent manner.	Enrollment preferences are missing, unclear, or include preferences not permitted by law.	Permissible enrollment preferences are identified but lack clarity regarding application or prioritization.
Lottery Procedures	Lottery procedures are clearly described, fair, random, and compliant with applicable requirements.	Lottery procedures are missing, unclear, or do not ensure a fair and random selection process.	Lottery procedures are described but lack detail, transparency, or clear implementation steps.

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Associated Fees	Costs, if any, are clearly described, reasonable, and structured to avoid barriers to access.	Costs or fees are unclear, excessive, or create barriers to student access.	Costs are identified but lack clarity, justification, or assurance that they will not deter enrollment.
Parental Obligations	Parental obligations, if any, are clearly defined, reasonable, and designed not to deter enrollment or disproportionately impact at-risk families.	Parental obligations are unclear, excessive, or required in ways that may function as enrollment barriers.	Parental obligations are described but lack clarity, justification, or safeguards to ensure they do not function as barriers to access or retention.
Grade Level Determination	The process for determining grade levels is clear, fair, and educationally sound, with appropriate consideration of academic readiness and student needs.	The process for determining student grade levels is missing, unclear, or inconsistent with sound educational practice.	Grade level determination is described but lacks clarity, consistency, or sufficient safeguards to ensure appropriate placement.
Backfilling	Backfilling policies are clearly described, consistent with the school model, and include fair and transparent procedures.	The application does not address backfilling or proposes practices that are unclear, inequitable, or inconsistent with the school's model.	Backfilling policies are stated but lack clarity regarding timing, grade levels, or procedures.
Re-Enrollment and Student Stability	The application clearly describes strategies to promote student stability and re-enrollment, aligned with the school's culture and program design.	The application does not describe how student retention and re-enrollment will be supported.	Re-enrollment is addressed generally but lacks clear strategies or operational detail.

Community Support

INDICATOR	PROFICIENT	DEVELOPING	EMERGING
Location	The proposed location is clearly described, feasible, and is feasible for the proposed enrollment and operations.	The proposed location is unclear, infeasible, or misaligned with the intended student population.	The proposed location is identified but lacks sufficient detail regarding feasibility or community alignment.

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Defined Geographic Service Area	The geographic service area is clearly defined and appropriately aligned with the school's location, recruitment, and enrollment capacity.	The geographic service area is unclear, overly broad, or inconsistent with the proposed enrollment and location.	The geographic service area is defined but lacks justification or alignment with recruitment or transportation plans.
Community Need	The application presents a clear, well-supported case for community need, grounded in relevant data and local context.	The application fails to demonstrate a clear community need or relies on unsupported assertions.	Community need is described but supported by limited data or incomplete analysis.
Community Support	The application provides clear evidence of meaningful community support relevant to the proposed school.	Little or no evidence of community support is provided.	Community support is indicated but documentation is limited, superficial, or narrowly sourced.
Parent, Teacher, and Community Involvement	The application outlines clear, feasible strategies for ongoing parent, teacher, and community involvement.	The application does not adequately describe how parents, teachers, and community members will be involved.	Involvement strategies are described but lack specificity, feasibility, or inclusiveness.

Stakeholder Communications

INDICATOR	PROFICIENT	DEVELOPING	EMERGING
Communications Plan	The communications plan is clear, feasible, and designed to ensure regular, accessible communication with families and stakeholders.	The application does not adequately describe how the school will communicate with families and stakeholders after enrollment.	A communications plan is described but lacks clarity, consistency, or accessibility.
Marketing Strategy	The marketing strategy is clear, appropriate, and aligned with recruitment policies and equitable access requirements.	The marketing strategy is missing or includes practices that could mislead or improperly target families.	The marketing strategy is described but lacks clarity, reach, or alignment with recruitment goals.

Resources & Operations

Facilities

INDICATOR	PROFICIENT	DEVELOPING	EMERGING
Facilities Plan	The facilities plan is clear, feasible, and demonstrates compliance with applicable state and local requirements, with a realistic timeline for readiness.	The facilities plan is missing, unclear, infeasible, or does not demonstrate compliance with applicable health, safety, or facilities requirements.	A facilities plan is described, but key details related to location, approvals, timelines, or compliance remain incomplete or uncertain.
Facilities Approval and Regulatory Compliance	The application clearly demonstrates how required approvals will be obtained prior to opening.	Required approvals or compliance steps are missing or unclear.	Approvals are identified but timelines or documentation are incomplete.
Technology and Media	The application clearly describes appropriate technology and media services aligned with the school’s instructional model and student needs.	The application does not adequately describe technology, library, or media services, or the plan is unrealistic or insufficient to support the educational program.	Technology and media services are described generally but lack detail, clarity, or alignment with instructional needs.

Financial Resources

INDICATOR	PROFICIENT	DEVELOPING	EMERGING
District Agreement	The district agreement is clearly described or provided and addresses required financial and operational responsibilities.	The district agreement is missing, unclear, or does not adequately address required financial or operational relationships.	A district agreement is referenced or summarized, but key terms, roles, or financial arrangements are insufficiently defined.
Financial Management	The application clearly describes sound financial management systems, internal controls, and board oversight processes.	Financial management systems, roles, or procedures are missing, unclear, or inadequate to ensure fiscal accountability.	Financial management processes are described but lack detail, internal controls, or clear oversight mechanisms.

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Proposed Budget	The proposed budget is complete, balanced, realistic, and aligned with enrollment, staffing, and program assumptions.	The proposed budget is incomplete, unrealistic, internally inconsistent, or misaligned with enrollment projections and program design.	A budget is provided but assumptions are weak, unclear, or inconsistently applied.
Annual Audit	The application clearly describes an annual audit process that meets statutory and accounting requirements.	The application does not adequately describe how required annual audits will be conducted.	Audit procedures are mentioned but lack clarity regarding scope, independence, or timing.
Financial Feasibility	The application demonstrates financial feasibility supported by reasonable assumptions and evidence.	The application fails to demonstrate that the proposed school is financially viable.	Financial feasibility is discussed but relies on optimistic assumptions or lacks sufficient supporting evidence.
Charter School Closure	The closure plan clearly addresses required procedures, asset disposition, and records retention.	A charter school closure plan is missing or fails to address key requirements such as asset disposition or records retention.	A closure plan is provided but lacks clarity, completeness, or specificity.

Schedule

INDICATOR	PROFICIENT	DEVELOPING	EMERGING
Calendar	The calendar meets statutory requirements and is clearly aligned with the school's instructional model and student needs.	The proposed calendar is missing, incomplete, or does not meet statutory requirements.	The calendar meets minimum requirements but lacks clarity or alignment with instructional priorities.
Instructional Time	Instructional time meets statutory requirements and is clearly allocated to support instructional goals.	Instructional time does not meet statutory minimums or is unclear.	Instructional time meets minimum requirements but lacks detail regarding daily schedules or instructional use.

Transportation and Nutrition

INDICATOR	PROFICIENT	DEVELOPING	EMERGING
Transportation	Transportation plans are clear, feasible, and appropriately address student access and safety.	Transportation plans are missing or fail to address student access and safety.	Transportation is addressed but with limited detail or unresolved feasibility concerns.
Food Services	Food service plans are clear, feasible, and aligned with student needs and regulatory requirements.	Food service plans are missing or inadequate to meet student needs.	Food service plans are described but lack detail regarding access, compliance, or operations.

Information Management and Managing Risk

INDICATOR	PROFICIENT	DEVELOPING	EMERGING
Student Data and Records Management	The application clearly describes compliant, feasible processes for data reporting and records retention.	Plans for data reporting and records management are missing or non-compliant.	Data and records processes are described but lack clarity or completeness.
Insurance Coverage	Insurance coverage is clearly described and sufficient to meet statutory and contractual requirements	Insurance coverage is missing, unclear, or insufficient to protect the school.	Insurance coverage is described but lacks specificity regarding coverage types or limits.

Educational Program

School Leadership

INDICATOR	PROFICIENT	DEVELOPING	EMERGING
Instructional Leadership	Instructional leadership roles and responsibilities are clearly defined and supported by appropriate qualifications and experience.	Instructional leadership roles, responsibilities, or qualifications are unclear or insufficient to support the proposed program.	Instructional leadership is described but lacks clarity, capacity, or evidence of effectiveness.

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School Culture and Climate	The application clearly describes a positive, inclusive school culture and supports a safe, inclusive, and orderly learning environment.	The application does not clearly describe a positive or coherent school culture or climate.	School culture and climate are described generally but lack clarity or actionable strategies.
Professional Development	Professional development plans are clear, feasible, and aligned with instructional priorities and staff needs.	Professional development plans are missing or insufficient to support staff effectiveness.	Professional development is described but lacks coherence, specificity, or alignment with instructional goals.

Learning Environment

INDICATOR	PROFICIENT	DEVELOPING	EMERGING
Health	Health procedures are clearly described and compliant with applicable requirements.	Health procedures are missing, unclear, or non-compliant with applicable requirements.	Health procedures are described but lack detail or clarity.
Safety and Security	Safety and security procedures are clearly described, feasible, and aligned with applicable requirements for maintaining a secure school environment.	Safety and security procedures are missing, unclear, or inadequate to ensure a safe learning environment.	Safety and security procedures are described but lack detail, coordination, or clear implementation protocols.
Bullying/Safe School Climate	Bullying prevention and response policies are clear, compliant, and aligned with a positive school climate.	Bullying prevention and response procedures are missing or non-compliant.	Bullying policies are described but lack clarity, consistency, or implementation detail.
Emergency Procedures	Emergency procedures are clearly described, feasible, and aligned with applicable safety requirements.	Emergency procedures are missing, unclear, or insufficient to respond to foreseeable emergencies.	Emergency procedures are described but lack specificity, coordination, or training plans.

Curriculum

INDICATOR	PROFICIENT	DEVELOPING	EMERGING
Common Core of Knowledge	The application clearly explains how all required content areas will be offered.	The application does not demonstrate how required content areas will be offered.	Content coverage is described but lacks clarity or completeness.
Common Core of Skills	The application clearly describes how the common core of skills will be integrated across curriculum, instruction, and assessment.	The application does not address how the common core of skills will be incorporated.	Skills integration is described generally but lacks specificity or coherence.
Wyoming Content and Performance Standards	Curriculum, instruction, and assessment are clearly aligned to Wyoming Content and Performance Standards.	The application does not demonstrate alignment to Wyoming Content and Performance Standards.	Standards alignment is described but lacks depth or clarity.

Instruction

INDICATOR	PROFICIENT	DEVELOPING	EMERGING
Instructional Approach	The instructional approach is clear, coherent, and aligned with the school's mission, standards, and student needs.	The instructional approach is unclear, incoherent, or misaligned with the school's mission and student needs.	The instructional approach is described but lacks coherence, specificity, or implementation detail.
Assessment System	The assessment system is clear, balanced, and aligned with instructional priorities and standards.	The assessment system is missing, unclear, or insufficient to measure student learning.	The assessment system is described but lacks clarity, balance, or alignment with instructional goals.
Grading and Reporting	Grading and reporting policies are clear, transparent, and consistently applied.	Grading and reporting policies are missing, unclear, or inconsistent.	Grading and reporting policies are described but lack transparency or consistency.
Reporting to Families	The application clearly describes regular, accessible reporting of student progress to families.	The application does not adequately describe how required annual audits will be conducted.	Audit procedures are mentioned but lack clarity regarding scope, independence, or timing.

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Proficiency Determination	The application clearly defines how student proficiency is determined using aligned standards and assessments.	The application does not clearly define how student proficiency will be determined.	Proficiency determination is described but lacks clarity, consistency, or alignment with standards.

Learning Supports

INDICATOR	PROFICIENT	DEVELOPING	EMERGING
Multi-Tiered Supports	A clear, feasible multi-tiered system of support is described.	The application does not describe a system of supports for struggling or advanced students.	Supports are described but lack structure, clarity, or scheduling detail.
Students with Disabilities	The application clearly describes compliant, feasible services for students with disabilities.	The application does not adequately describe how students with disabilities will be served.	Services for students with disabilities are described but lack clarity or capacity detail.
At-Risk Students	The application describes clear, evidence-based strategies to support at-risk students.	Strategies to support at-risk students are missing or insufficient.	Supports are described but lack specificity or evidence of effectiveness.
English Language Learners	The application provides a clear, compliant plan to identify and serve English language learners.	The application does not adequately address identification or services for English language learners.	ELL services are described but lack detail or clarity.
Gifted and Talented Students	The application clearly describes processes to identify and serve gifted and talented students.	The application does not describe how gifted and talented students will be identified or served.	Gifted services are described but lack detail or implementation clarity.

Student Discipline

INDICATOR	PROFICIENT	DEVELOPING	EMERGING
Student Discipline Policies	Discipline policies are clear, compliant, and aligned with the school's culture and behavioral expectations.	Student discipline policies are missing, unclear, or non-compliant.	Discipline policies are described but lack clarity, consistency, or alignment with due process requirements.

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Due Process	Due process procedures are clearly described and ensure fair, consistent treatment of students.	The application does not adequately describe due process protections for students and families.	Due process procedures are described but lack clarity, completeness, or consistency.
Student Dismissal	Student dismissal policies are clear and ensure students are not removed for academic performance.	The application allows or implies dismissal practices that are inappropriate or non-compliant.	Dismissal policies are described but lack clarity or safeguards.
Student Retention	Retention policies are clear, fair, and aligned with instructional and support strategies.	The application does not clearly describe policies related to student retention.	Retention policies are described but lack clarity or alignment with student support practices.
Student Promotion	Promotion criteria are clear, transparent, and aligned with defined proficiency standards.	Promotion criteria are missing, unclear, or inconsistently applied.	Promotion criteria are described but lack transparency or alignment with proficiency expectations.

Graduation

INDICATOR	PROFICIENT	DEVELOPING	EMERGING
Graduation Requirements	Graduation requirements meet or exceed state requirements and are clearly described.	Graduation requirements are missing or do not meet state requirements.	Graduation requirements are described but lack clarity or completeness.
Constitution Exam	The application clearly describes a compliant constitution exam and administration process.	The constitution exam is missing or non-compliant.	The constitution exam is described but lacks detail regarding administration or standards.

Full Time-Virtual Charter Schools

INDICATOR	PROFICIENT	DEVELOPING	EMERGING
Home- and Region-Based Student Supports	The application clearly describes how adequate academic and family supports will be provided, including regular parent-teacher interactions.	The application does not clearly describe how students will be supported in their homes or regions.	Student supports are described generally but lack clarity, structure, or evidence of accessibility for families.

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Monitoring Student Outcomes & Proctored Assessments	The application clearly describes systems for monitoring student outcomes and administering all required state assessments in proctored settings.	The application does not adequately describe how student outcomes will be monitored or how required state assessments will be administered in proctored settings.	Monitoring and assessment procedures are described but lack clarity, feasibility, or implementation detail.
Enrollment Criteria Based on Student Support Needs	The application clearly describes legally permissible enrollment criteria and processes based on the availability of supports needed for student success.	Enrollment criteria or processes are unclear, impermissible, or inconsistent with legal requirements.	Enrollment criteria are described but lack clarity regarding how student support needs are evaluated and addressed.
Enrollment Growth & Maximum Enrollment Compliance	The application clearly describes enrollment caps and growth plans that comply with statutory requirements and tie increases to performance.	The application does not adequately address enrollment caps, growth limitations, or performance-based enrollment increases.	Enrollment limits and growth expectations are described but lack clarity or alignment with statutory requirements.
Virtual-Specific Performance Data for Oversight & Accountability	The application clearly describes how required data (enrollment, attendance, engagement, achievement, truancy, attrition) will be collected and reported.	The application does not adequately describe how required virtual-specific data will be collected or reported.	Data reporting is described but lacks clarity, completeness, or alignment with oversight needs.
Out-of-District Enrollment Limitation (≤ 20%)	The application clearly describes how the school will ensure compliance with the 20% out-of-district enrollment limitation.	The application does not address the statutory limitation on out-of-district enrollment.	The limitation is acknowledged but lacks clear monitoring or compliance procedures.
Virtual Charter Budget & Per-Pupil Funding	The application provides a detailed budget and proposes a per-pupil funding level that is clearly supported by that budget.	The application does not provide a detailed budget or per-pupil funding level specific to the virtual program.	A budget is provided but lacks sufficient detail or clear justification for the proposed per-pupil funding level.