

Arizona Charter Schools Association Quality Standards

<i>Standard Indicators</i>	Exemplary	Effective	Emerging	Absent
<p><i>Academic Standards and Continuous Improvement</i> 1.1 Schools commit to high achievement for all its students and hold its leadership accountable to those ends.</p>	<p>The school has clear measurement tools which give evidence that it has made exemplary progress in meeting high academic performance measures for ALL its students; it is committed to a strategic plan to act with consistency and reliability to implement and sustain actions, behaviors and timelines that create and sustain high outcomes for ALL its students.</p>	<p>The school has measurement tools which give evidence of sufficient progress in meeting academic standards for its students, it has a plan to implement and sustain actions, and behaviors and timelines that create and sustain sufficient outcomes for its students.</p>	<p>The school has inconsistent measurement tools which provide data, but the school is inconsistent in interpreting results for instructional improvement.</p>	<p>The school has minimal and inconsistent measurement tools in place and does not know how to respond to its data.</p>
<p>1.2 Schools create appropriate, flexible, and accountable systems based on valid and reliable knowledge to promote student learning and growth.</p>	<p>The school has codified its systems, policies and procedures in alignment with its charter; it systematically trains its staff with relevant, reliable research and acts upon it. The school reviews its practices continually and eliminates non-productive behaviors. The school proactively immerses its greater school community with its core vision, mission and values.</p>	<p>The school has documented its systems, policies and procedures based on its charter; it aligns its staff training with its founding principles and acts upon them. The school has a good picture of student growth over time and is flexible enough to take corrective action when necessary.</p>	<p>The school is aligned with its founding principles through its staff training, but has not codified its systems policies and procedures based on its charter. The school has some knowledge of its students' growth over time, but records are not clear.</p>	<p>The school has not aligned its systems, policies and procedures with its charter. It has no written record of its systems and policies. The school has no clear picture of student growth over time.</p>

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1.3 Schools create an articulated curriculum and instructional system that is aligned with the Arizona State Standards and Graduation Requirements.	The school has a written curriculum and scope and sequences of instruction that exceeds state standards. Teachers' unit and lesson plans articulate specific standards and performance objectives to be mastered. Teacher's unit and lessons plans represent exemplary instructional practice.	The school has a written curriculum that is aligned to state standards. Teachers' unit and lesson plans articulate specific standards and performance objectives to be mastered.	The school has a written curriculum that is not fully aligned and articulated to state standards. Teachers submit lesson plans with specific outcomes.	The school has no written curriculum. Teacher's lesson plans do not articulate standards or performance objectives related to the standards.
1.4 Schools frequently assess individual student achievement, analyze the results and adjust instruction based on those outcomes for continuous instructional improvement.	The school has a valid and reliable internal assessment system to measure student achievement based on its curriculum which exceeds state standards. Teachers track student learning in real time through lessons with interactive formative assessments. Teachers use summative assessments to track growth over time. Teachers use assessments to reflect upon and adjust their own instruction to improve effectiveness.	The school assesses its students based on its curriculum which is aligned with state standards. Teachers track students in real time through lessons using formative assessments. Teachers use summative assessments to track growth over time.	The school assesses its students based on its curriculum but is not aligned with state standards. Summative assessments are unrelated to student growth over time.	The school has no consistent assessment system aligned with state standards.

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1.5 Schools maintain accurate student records and student assessment data to build and maintain its school profile and monitor student growth. It maintains and shares student information in compliance with FERPA and IDEA 2004.	The school maintains, reviews, and updates its student data base with personal and academic information to monitor its school profile and progress toward target goals identified in its strategic plan. The school secures and shares its records in compliance with FERPA and IDEA 2004 and regularly monitors the security and integrity of its data base practice.	The school maintains accurate personal and academic records for its student profile and to measure and track student growth over time. The school secures and shares its records in compliance with FERPA and IDEA 2004.	The school maintains student records but lacks information to build a school profile and track student growth over time.	The school does not maintain and secure accurate student records.
1.6 Schools create a cadre of professional educators highly trained in their individual content areas and in their ability to teach and objectively evaluate students effectively through review of student data, to adjust instruction as needed and to provide intervention when necessary.	The school employs a stringent hiring protocol. Teacher qualifications match content areas taught; teachers are systematically reviewed with the goal of continuous improvement. Teachers are trained to evaluate assessment data.	Teacher qualifications match content areas taught; teachers are systematically reviewed with the goal of continuous improvement.	Teacher qualifications do not match content areas taught; teacher effectiveness is not systematically reviewed. Training to review assessment data exists but strategies to adjust instruction are absent.	Teacher resumes do not reflect content expertise; teacher effectiveness is not reviewed. No training program to review assessment data exists.
1.7 Schools focus on continuous improvement through professional critique and professional staff development that addresses needs identified by the school's internal and	The school creates a strategic plan for continuous staff and program development based on internal and external review. Staff	The school reviews its faculty and its program and seeks faculty input on areas of institutional improvement. Continuing education provides	The school reviews its faculty and provides some continuing education for it. Continuing education is not targeted to specific	No record of school review of teacher or program effectiveness exists.

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external evaluation process.	development is based on valid and reliable research. School leadership implements team- based staff development and follows through with it.	targeted staff development for improvement and acts upon it.	long-term institutional improvement.	
<i>Governance Standard</i> 2.1 The Governing Authority is aligned with and acts as the conservators and underwriters of the school’s commitment to high student achievement through the school’s vision, mission and values.	The Governing Authority has created a strategic performance management plan that includes indicators representing high academic quality; measures as a means to assess the selected indicators; metrics to measure the specific measures; targets that set expectations or define success on particular measures and within a certain period of time.	The Governing Authority has a plan to measure the school’s progress toward its student achievement goals as well as its internal business operations.	The Governing Authority has developed a plan to measure the school’s success but has not consistently implemented it and lacks reliable data over time to make informed decisions.	The governing authority has not developed a plan to measure the school’s success toward its stated goals.
2.2 The Governing Authority provides and supports school leadership that promotes increased academic performance and effectiveness.	The Governing Authority maintains clear boundaries between school governance and school operation. Its meetings are focused on the continuous improvement of the school, building its capacity and	The Governing Authority is aligned with and acts as the conservators of the school’s vision, mission and values. Governing members supervise the School Leader but do not micromanage the school.	The Governing Authority represents various internal or external constituencies and micromanages the school operation. It is supportive of the school’s mission but not trained in its role.	The Governing Authority is not aligned with the mission, vision and values of the school.

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	sustainability and creating/leveraging the resources necessary for the School Leader and staff to achieve that end.			
2.3 The Governing Authority monitors and annually evaluates the designated School Leader on the school's performance goals described in its charter.	The Governing Authority has created a professionally valid evaluation instrument that systematically reviews the School Leader on the basis of the leader's implementation and execution of its strategic plan.	The Governing Authority has created an evaluation instrument that reviews the School Leader to the school's mission, vision and goals and school improvement.	The Governing Authority reviews the School Leader but the review lacks valid and reliable evaluation criteria.	The Governing Authority has no process to evaluate the School Leader.
2.4 The Governing Authority establishes written policies of operation ensuring the mission, vision and values of the school, the provisions of its charter, its operating agreements and financial solvency.	The Governing Authority has codified its mission, vision and values, its bylaws, school, employment and business/financial practices. It holds itself and its School Leader accountable for accurate recording and maintenance of its operating agreements, contracts and financial liabilities.	The Governing Authority has codified its bylaws, school, employment and business/financial practices. It holds its School Leader accountable for accurate recording and maintenance of its operating agreements, contracts and financial liabilities.	The Governing Authority has bylaws, general school and employment and financial policies that are not codified.	The Governing Authority lacks written bylaws, employment and general school policy handbooks.
2.5 The Governing Authority complies with the Arizona Meeting Law. Full and accurate	The Governing Authority annually reviews its legal responsibility to conduct	The Governing Authority sends its annual notice to the Sec. of State, it	The Governing Authority has sent and posts its meeting notice with the	The Governing Authority does not send an annual notice to the Sec. of State,

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minutes of its meetings are maintained and available to the public.	its meetings in compliance with AZ Public Meeting laws. Members do not meet separately or email each other to avoid public meeting accountability.	consistently posts its meetings notices in the identified location and posts its draft meeting minutes within 48 hours of the last meeting.	Sec. of State but does not post meeting notices locally in the identified location. It does not post draft minutes within 48 hours of the meeting.	it does not post its meeting times nor its meeting minutes.
2.6 The Governing Authority promotes and supports the school in the community.	The Governing Authority has a strategic plan that includes promotion and support of the school in the community. The strategic plan is reviewed for progress at its meetings.	The Governing Authority promotes and supports the school in the community through a specific plan and follows through with it.	The Governing Authority has made limited attempts to promote or support the school in the community but lacks a consistent plan.	The Governing Authority lacks a plan to promote and support the school in the community.
2.7 A member of the Governing Authority abstains from any decision involving a potential or actual conflict of interest.	The Governing Authority has a general agreement on conflict of interest and has codified its conflict of interest polices in its bylaws. It has also created conflict of interest polices regarding school personnel.	The Governing Authority has a general agreement on conflict of interest and has codified its conflict of interest polices in its bylaws.	The Governing Authority has a general agreement on conflict of interest but has not codified its conflict of interest polices in its bylaws.	The Governing Authority lacks a policy regarding conflict of interest among its members and the school.
2.8 The Governing Authority has developed a succession plan for its School Leader.	The Governing Authority has developed a succession plan for school leadership as part of its strategic plan to insure the continuation of the school's strategic vision and mission.	The Governing Authority has developed a succession plan for school leadership based on its strategic plan.	The Governing Authority has discussed a leadership succession plan and a strategic plan.	The Governing Authority lacks a leadership succession plan and no strategic plan.

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<p><i>Ethical leadership</i> 3.1 Leaders effectively communicate and engage stakeholders in the mission, vision and values of the school outlined in its charter.</p>	As part of the school’s strategic plan, the leader communicates the mission, vision and values of the school to its stakeholders and develops future effective leaders for internal and potential external growth. The leader holds the school’s staff accountable to its strategic plan.	The leader has developed a communication plan and is consistently engaged with stakeholders to deepen their understanding of the school’s mission, vision and values.	The leader’s plan for engagement with stakeholders is inconsistent. Stakeholders are unclear of the school’s mission, vision and values.	The leader lacks effective communication and engagement skills. Stakeholders have little or no knowledge of the school’s mission, vision and values.
3.2 Leaders generate and sustain school culture conducive to student learning and staff professional growth.	The leader explicitly creates a psychologically and physically safe school environment in which learning is cherished through modeling and teaching. The leader holds staff, students and stakeholders accountable to create a nurturing yet challenging school culture where commitment to excellence is continually reinforced in all activities.	The leader articulates models and reinforces the attributes of a positive learning culture and holds its students, staff and stakeholders accountable to that end.	The leader attempts to model and reinforce the attributes of institutional culture but lacks consistency. The school strives to establish a school culture but lacks accountability.	The leader does not model nor reinforce the attributes of institutional culture based on the school’s charter. The leader does not hold staff and other stakeholders accountable to the values of the school culture.
3.3 Leaders regularly monitor and evaluate the success of the school’s program and hold themselves accountable for	The leader works collaboratively with staff to create formative and summative assessments	The leader works with staff to align state standards, school curriculum and	The leader reviews overall school assessment but cannot demonstrate how state standards,	The leader is not involved in creating or reviewing school assessments.

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results.	that are aligned with the curriculum. The leader holds him/herself accountable by frequently monitoring results for continuous improvement and creates specific intervention for struggling programs or the elimination of nonproductive programs.	instruction and assessment for positive outcomes and monitors progress for improvement planning.	curriculum and assessment are aligned.	
3.4 Leaders make management decisions with the goal of optimizing successful teaching and learning experiences.	The leader has a codified plan to unite both ongoing management and strategic planning to the school's instructional improvement. The plan is frequently reviewed and revised as needed to meet changing conditions. Changes are made only in relation to the school's vision, mission and values, and are vetted and approved by the community and finalized by the Governing Authority.	The leader has codified a plan to unite both ongoing and management strategic planning to the school's instructional improvement.	The leader has not codified a plan to unite both ongoing and strategic planning to the school's instructional improvement.	The leader lacks a plan and the ability to tie both ongoing and strategic planning to the school's instructional improvement.
3.5 Leaders monitor the legal and regulatory issues and potential changes in the environment in which charters operate.	The leader closely follows legal and regulatory announcements from	The leader closely follows legal and regulatory announcements from	The leader is aware of legal and regulatory compliance issues but does not follow through	The leader does not have a plan in place to review school compliance with local state and federal

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	supervisory governmental and legal authorities and receives training to understand the school's responsibility. The leader builds positive buy-in from staff and stakeholders to implement and execute compliance and protect the school's liability.	supervisory governmental and legal authorities and receives training to implement and execute compliance and protect the school's liability.	with any systematic plan to review institutional liability.	laws.
3.6 Leaders respect diversity and implement practices that are inclusive to all the types of learners consistent with the school charter.	The leader and the Governing Authority model behaviors which create the psychological and physical safe environment necessary for all students to learn and achieve in a rigorous environment. The leader works with staff to develop effective interventions for students with diverse learning styles.	The leader and the Governing Authority have policies in place which respect and protect the psychological and physical safety necessary for all students to learn and achieve. The leader works with staff to develop effective interventions for students with diverse learning styles.	The leader respects diversity but has not created a system in which all students are psychologically and physically safe. Teachers are not trained in interventions using differentiated instruction.	The leader lacks a plan to respect diversity among students and diversity among students' learning needs to access success.

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3.7 Leaders engage parent and community involvement in the school.	The leader engages parents and the community through a systematic plan and follows through with regular opportunities for engagement. The leader cultivates the community for future leaders for the school who are committed to the school's mission, vision and values.	The leader engages parents and the community through a systematic plan and follows through with regular opportunities for engagement.	The leader engages the parents and the community in the school but lacks a systematic plan to develop consistent communication and engagement.	The leader lacks a plan to engage parents and community into the life of the school.
<i>Business/Financial Practices</i> 4.1 Schools monitor their financial allocations to insure the priorities are aligned with the academic goals as outlined in their charters.	The leader works collaboratively with staff to set budget and management priorities that will lead to excelling learning outcomes. The leader can explain to the Governing Authority and the school community the relationship between budgeting and management decisions and the growth of student learning.	The leader sets budget and personnel priorities to reflect the management priorities of education success for its students. The leader can explain budgeting and management priorities that lead to positive learning outcomes to the Governing Authority and school stakeholders.	The leader can describe and explain how personnel, educational resources and business support are distributed throughout the budget but cannot define how budget priorities and the management of the school are set in relation to teaching and learning outcomes.	The leader cannot describe or explain how personnel, educational resources and business support allocations work within the budget in relation to the school's mission.
4.2 Schools align business and financial guidelines with their charter contracts, state and federal	The school's strategic plan aligns its business, financial and personnel	The school has evidence that its policies for business, financial and	The school has policies for business, financial and personnel but is not	The school lacks codification of its business and financial

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laws and regulations and standard business practices.	practices with its sponsoring and regulatory agencies. School leaders receive regular training from supervising and regulatory agencies.	personnel are currently aligned to state and federal laws and regulations. The school leaders receive regular training from supervising and regulatory agencies.	currently aligned to state and federal laws and regulations.	policies and its overall charter policies.
4.3 Schools establish internal business and financial controls that maintain its operational integrity. Schools create a systemic plan of checks and balances between fiscal and academic responsibility.	The school has internal financial controls over income and expenses as well as financial record keeping. An appointed board member reviews monthly the school's financials or its business practices to insure financial and business integrity.	The school has internal financial controls over its income and expenses as well as financial record keeping. Its board regularly reviews the school's financials and its business practices to insure financial and business integrity.	The school has internal financial controls over income and expenses as well as financial record keeping. Its board does not regularly review the school's financial reports or its business practices.	The school lacks internal financial controls over income and expenses as well as financial record keeping.
4.4 Schools report business income and expenses, as well as assets and liabilities, on a regular basis to its Governing Authority.	The school maintains a monthly balance sheet of assets and liabilities and a monthly income and expense sheet. An appointed member of the Governing Authority independently reviews the school's bank reconciliation statements with its internal financial information and contacts the appropriate school leader regarding	The school maintains a balance sheet of assets and liabilities and an income and expense sheet. An appointed member of the Governing Authority independently reviews the school's bank reconciliation statements with its internal financial information and contacts the appropriate school leader regarding questions and necessary	The school maintains a balance sheet of assets and liabilities and a monthly income and expense sheet. An appointed member of the Governing Authority does not independently review the school's bank reconciliation statements with its internal financial information.	The school does not maintain a balance sheet of assets and liabilities nor does it maintain an income and expense sheet. It does not reconcile its bank statements with its internal financial information.

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	questions and necessary resolution arising from the review.	resolution arising from the review.		
4.5 Schools submit an annual audit to their authorizer, monitor modifications or additions to audit requirements and utilize the annual audit findings as a tool to improve business and financial practices.	The school files its annual financial and compliance audit on time. The school regularly monitors internal operations of the school to avoid material findings of fact. It is in contact with its auditors and authorizer to improve institutional operation and avoid regulatory and legal liability.	The school files its annual financial and compliance audit and immediately follows through with material findings of fact or audit recommendations to improve institutional operation and/or avoid future liability.	The school is in consistent in filing its annual financial and compliance audit on time or fails to follow through with material findings of fact or audit recommendations to improve institutional operation and/or avoid liability.	The school fails to file its annual financial and compliance audit with their authorizer.
4.6 Schools provide safe and secure practices to insure the protection of school education and business records.	School education, business and financial records are securely kept with back up records regularly maintained and stored in a fireproof safe and with additional copies kept off-site.	School education, business and financial records are securely kept with back up records regularly maintained with additional copies kept off-site.	School education, business and financial records are kept but no policy exists for their maintenance and protection.	School education, business and financial records are not securely kept, regularly lost or mismanaged and not protected from damage or unauthorized access.