

The Gentlemen's League School Site Evaluation Rubric

Category	Unsatisfactory: does not meet expectations (1 point)	Developing: partially meets expectations (2 points)	Competent: meets most expectations (3 points)	Proficient: consistently meets expectations (4 points)	Exceptional: consistently exceeds expectations (5 points)	Ranking
Direct Supervision and Liaison	The site coordinator consistently fails to fulfill their role in direct supervision and liaison duties, leading to significant communication gaps and strained relationships with stakeholders.	The site coordinator inconsistently performs their role in direct supervision and liaison duties, resulting in frequent breakdowns in communication and strained relationships.	The site coordinator generally performs their role in direct supervision and liaison duties, but there may be occasional lapses in communication or challenges in maintaining positive relationships.	The site coordinator consistently performs their role in direct supervision and liaison duties, effectively facilitating communication and maintaining positive relationships with stakeholders.	The site coordinator demonstrates exceptional skills in direct supervision and acts as an effective liaison between faculty, administration, students, and the community. They establish strong relationships, provide consistent support, and effectively address any concerns or conflicts that arise.	
File Management	The site coordinator consistently fails to maintain accurate records of student information, such as parents' emails and phone numbers, leading to significant gaps and inaccuracies in documentation.	The site coordinator inconsistently maintains accurate records of student information, struggling to keep parents' emails and phone numbers up to date, resulting in notable gaps or inconsistencies in documentation.	The site coordinator generally maintains accurate records of student information, but there are occasional lapses or errors in updating parents' emails and phone numbers, leading to some gaps or inconsistencies in documentation.	The site coordinator regularly maintains accurate records of student information, including parents' emails and phone numbers. They complete all required surveys in a timely manner and ensure high participation rates from students and parents.	The site coordinator consistently maintains accurate and up-to-date records of student information, including parents' emails and phone numbers. They proactively verify and update information regularly, ensuring comprehensive and reliable	

					documentation. They complete all required surveys in a timely manner and ensure high participation rates from students and parents.	
Staff Development and Reflection Meetings	The site coordinator consistently fails to effectively facilitate staff development sessions and reflection meetings, leading to low engagement, limited growth, and minimal collaboration among staff members.	The site coordinator inconsistently facilitates staff development sessions and reflection meetings, resulting in limited engagement, lack of focus, or minimal impact.	The site coordinator generally facilitates staff development sessions and reflection meetings, but there are noticeable gaps or inconsistencies in engagement or the effectiveness of these sessions.	The site coordinator effectively facilitates staff development sessions and reflection meetings, but there may be occasional minor areas for improvement in terms of engagement or content.	The site coordinator consistently facilitates meaningful and productive staff development sessions and reflection meetings. They create an inclusive and supportive environment, encourage active participation, and promote growth and collaboration among staff members.	
Program Coordination	Fails to coordinate school programs effectively with support from the Program Coordinator. Implementation is inconsistent, and alignment with program goals is significantly lacking. Demonstrates poor organizational and coordination skills.	Struggles to consistently coordinate school programs with support from the Program Coordinator. Implementation may be inconsistent, and alignment with program goals may be lacking. Shows limited organizational and coordination skills.	Generally coordinates school programs with support from the Program Coordinator, but with occasional challenges in implementation or alignment with program goals. Demonstrates acceptable organizational and coordination skills.	Effectively coordinates school programs with support from the Program Coordinator. Ensures overall smooth implementation and alignment with program goals. Demonstrates satisfactory organizational and coordination skills.	Successfully coordinates school programs with support from the Program Coordinator. Ensures smooth implementation and alignment with program goals. Demonstrates exceptional organizational and coordination skills.	
Reflection and	Rarely or never	Inconsistently	Generally participates	Consistently	Actively participates	

<p>Feedback Meetings</p>	<p>participates in quarterly reflection and feedback meetings with the Programming team. Fails to provide any meaningful insights, suggestions, or updates. Does not contribute to program improvement or engage in the reflection process.</p>	<p>participates in quarterly reflection and feedback meetings with the Programming team. Offers limited insights, suggestions, and updates that contribute to program improvement. Provides minimal feedback and engagement in the reflection process.</p>	<p>in quarterly reflection and feedback meetings with the Programming team. Provides some insights, suggestions, and updates that contribute to program improvement. Offers feedback and engages in the reflection process to a satisfactory extent.</p>	<p>participates in quarterly reflection and feedback meetings with the Programming team. Provides relevant insights, suggestions, and updates that contribute to program improvement. Offers constructive feedback and actively engages in the reflection process.</p>	<p>in quarterly reflection and feedback meetings with the Programming team. Provides valuable insights, suggestions, and updates that greatly contribute to program improvement. Offers constructive feedback and demonstrates a proactive approach to reflection.</p>	
<p>Communication</p>	<p>Fails to maintain effective correspondence with the Principal, Programming Team, and parents/guardians. Communication is inconsistent or lacking. Demonstrates poor communication skills, both written and verbal. Does not respond adequately to inquiries and requests from stakeholders, including failure to follow the proper communication flow.</p>	<p>Struggles to consistently maintain correspondence with the Principal, Programming Team, and parents/guardians. Communication may be sporadic or delayed. Demonstrates limited communication skills, both written and verbal. Responds inadequately to some inquiries and requests from stakeholders, including occasional failure to follow the proper communication flow.</p>	<p>Generally maintains correspondence with the Principal, Programming Team, and parents/guardians, but with occasional gaps or delays. Demonstrates satisfactory communication skills, both written and verbal. Proactively communicates important information and responds adequately to most inquiries and requests from all stakeholders. Follows the proper communication flow most of the time.</p>	<p>Maintains regular correspondence with the Principal, Programming Team, and parents/guardians. Demonstrates good communication skills, both written and verbal. Proactively communicates important information and responds in a timely manner to inquiries and requests from all stakeholders. Consistently follows the proper communication flow.</p>	<p>Maintains regular and effective correspondence with the Principal, Programming Team, and parents/guardians. Demonstrates excellent communication skills, both written and verbal. Proactively communicates important information and responds promptly and effectively to inquiries and requests from all stakeholders. Consistently follows the proper communication flow, ensuring that questions and</p>	

					concerns are directed to the appropriate channels.	
Tutoring and Academic Data	Does not meet expectations in identifying participants for tutoring or recruiting staff for tutoring sessions. Fails to submit bi-weekly progress reports for tutoring students or does so infrequently. Does not provide The Gentlemen's League with the required academic data.	Partially meets expectations in identifying participants for tutoring and recruiting staff for tutoring sessions. Submits bi-weekly progress reports for some tutoring students with delays or inconsistencies. Provides limited or incomplete academic data for participants in tutoring and mentoring sessions.	Generally identifies participants for tutoring and recruits staff for tutoring sessions. Submits bi-weekly progress reports for most tutoring students in a somewhat timely manner. Provides The Gentlemen's League with satisfactory academic data for participants in tutoring and mentoring sessions.	Consistently identifies participants for tutoring and recruits staff for tutoring sessions. Ensures timely submission of bi-weekly progress reports for all tutoring students. Provides The Gentlemen's League with accurate and relevant academic data for participants in tutoring and mentoring sessions.	Demonstrates exceptional ability to identify participants for tutoring and effectively recruit staff for tutoring sessions. Ensures timely submission of accurate and comprehensive bi-weekly progress reports for all tutoring students. Provides The Gentlemen's League with thorough and detailed academic data, including TCAP Data, Report Card, Attendance, Previous Discipline Data, Suspension reports for Mentees, and GPAs.	
Incentives	Does not meet expectations in sharing incentives with eligible students who meet the criteria quarterly. Fails to adequately recognize and celebrate student achievements.	Partially meets expectations in sharing incentives with eligible students who meet the criteria quarterly. Shows some shortcomings in recognizing and celebrating student achievements, with limited consistency and effectiveness.	Generally ensures that incentives are shared with students who meet the criteria quarterly, but with some inconsistencies or delays. Makes efforts to recognize and celebrate student achievements, although	Regularly shares incentives with students who meet the criteria quarterly, although there may be occasional lapses or minor delays. Recognizes and celebrates student achievements in a timely and appropriate manner,	Consistently ensures that incentives are shared with eligible students who meet the criteria on a quarterly basis. Implements a comprehensive and well-structured system for recognizing and celebrating student	

			improvements could be made in terms of consistency and appropriateness.	demonstrating a good understanding of their accomplishments.	achievements. Demonstrates creativity and thoughtfulness in designing and delivering appropriate incentives.	
End of Year Survey Completion	Does not meet expectations in ensuring end-of-year survey completion from students, parents, and staff. Fails to effectively encourage participation and collect valuable feedback from all stakeholders.	Partially meets expectations in ensuring end-of-year survey completion from students, parents, and staff. Shows some shortcomings in encouraging participation and may struggle to collect valuable feedback from all stakeholders.	Generally ensures that a majority of participating students, parents, and staff complete the end-of-year survey, although there may be occasional lapses or challenges in achieving high participation rates. Collects feedback and recognizes its value from all stakeholders, but improvements could be made in terms of overall effectiveness.	Regularly ensures that most participating students, parents, and staff complete the end-of-year survey. Makes efforts to encourage high participation rates and collects valuable feedback from all stakeholders. Demonstrates a good understanding of the importance of survey completion.	Consistently ensures that all participating students, parents, and staff complete the end-of-year survey. Implements effective strategies to encourage high participation rates and actively collects valuable feedback from all stakeholders. Goes above and beyond to ensure comprehensive survey responses are obtained.	
Student and Mentor Recognition	Does not meet expectations in student and mentor recognition. Fails to adequately acknowledge and celebrate their contributions and achievements.	Partially meets expectations in student and mentor recognition. Shows some shortcomings in consistently acknowledging and celebrating their contributions and achievements, with limited effectiveness and consistency.	Generally ensures that participating students and mentors receive some level of recognition, although there may be occasional gaps or inconsistencies. Makes efforts to acknowledge and celebrate their	Regularly ensures that participating students and mentors receive recognition throughout the school year. Acknowledges and celebrates their contributions and achievements in a timely and	Consistently ensures that all participating students and mentors receive consistent recognition throughout the school year. Demonstrates a comprehensive and thoughtful approach to acknowledging and	

			contributions and achievements, but improvements could be made in terms of consistency and effectiveness.	appropriate manner. Shows a good understanding of the importance of recognition.	celebrating their contributions and achievements. Implements a variety of recognition strategies and fosters a culture of appreciation.	
Blackout Weekend Participation and Organization	Does not meet expectations in Blackout Weekend participation and organization. Fails to effectively ensure student participation and struggles with coordinating activities and logistics.	Partially meets expectations in Blackout Weekend participation and organization. Shows some shortcomings in ensuring student participation and struggles with coordinating activities and logistics.	Generally ensures student participation in the annual Blackout Weekend, although there may be occasional challenges or lower participation rates. Assists with the organization of activities and logistics, but improvements could be made in terms of overall effectiveness.	Regularly ensures student participation in the annual Blackout Weekend. Assists with the organization of activities and logistics, resulting in a well-coordinated event. Demonstrates good effort in promoting student involvement and enjoyment.	Consistently ensures student participation in the annual Blackout Weekend. Demonstrates exceptional coordination of activities and logistics, resulting in a successful and engaging event. Implements strategies to maximize student involvement and enjoyment.	
Timely Submission of Quarterly Trackers	Does not meet expectations in timely submission of quarterly trackers. Fails to consistently meet deadlines and provide accurate and up-to-date information.	Partially meets expectations in timely submission of quarterly trackers. Shows some shortcomings in meeting deadlines and providing accurate and up-to-date information.	Generally ensures the timely submission of most quarterly trackers, with some inconsistencies or occasional delays. Provides mostly accurate and up-to-date information, but improvements could be made in terms of overall timeliness.	Regularly ensures the timely submission of quarterly trackers, although there may be occasional minor delays. Provides accurate and up-to-date information, demonstrating good organizational skills and attention to detail.	Consistently ensures the timely submission of all quarterly trackers. Provides accurate and up-to-date information, demonstrating a high level of organization and attention to detail. Sets a strong example for others in terms of meeting deadlines.	

<p>Mentor Training and Monthly Meetings</p>	<p>Does not meet expectations in mentor training and monthly meetings. Fails to adequately train mentors and facilitate regular meetings between mentors and mentees. Insufficient effort in promoting meaningful connections and support.</p>	<p>Partially meets expectations in mentor training and monthly meetings. Shows some shortcomings in consistently training mentors and facilitating regular meetings between mentors and mentees. Limited effectiveness in promoting meaningful connections and support.</p>	<p>Generally ensures that most mentors are trained and equipped to fulfill their roles effectively, although there may be occasional gaps or challenges. Facilitates monthly meetings between mentors and mentees, promoting connections and support. Shows a reasonable level of commitment to mentor development.</p>	<p>Regularly ensures that all mentors are trained and equipped to fulfill their roles effectively. Facilitates regular monthly meetings between mentors and mentees, promoting meaningful connections and support. Demonstrates good commitment to mentor development and fosters a positive mentor-mentee relationship.</p>	<p>Ensures that all mentors are consistently trained and equipped to fulfill their roles effectively. Facilitates regular monthly meetings between mentors and mentees, promoting meaningful connections and support. Demonstrates exceptional dedication to mentor development and fosters a strong mentor-mentee relationship.</p>	
<p>Participation in Events and Fundraisers:</p>	<p>Does not meet expectations in participating in The Gentlemen's League events and fundraisers. Shows a lack of interest or minimal effort to attend or contribute. Fails to support the mission and goals of The Gentlemen's League through event participation.</p>	<p>Partially meets expectations in participating in The Gentlemen's League events and fundraisers. Demonstrates inconsistent attendance or limited engagement. May require reminders or encouragement to participate. Shows limited support for the mission and goals of The Gentlemen's League.</p>	<p>Generally participates in The Gentlemen's League events and fundraisers, but may have occasional absences or limited involvement. Meets the minimum requirements but does not actively contribute to event planning or execution. Shows a moderate level of support for the mission and goals of The Gentlemen's League.</p>	<p>Demonstrates regular and consistent participation in The Gentlemen's League events and fundraisers. Meets the minimum requirements and actively contributes to the success of the events. Shows enthusiasm and willingness to participate in planning and execution. Supports the mission and goals of The Gentlemen's League.</p>	<p>Consistently demonstrates active and enthusiastic participation in all The Gentlemen's League events and fundraisers. Goes above and beyond the minimum requirements, actively engaging in planning, organizing, and executing events. Actively seeks opportunities to contribute and make a positive impact. Demonstrates a strong commitment to the mission and</p>	

					goals of The Gentlemen's League.	
Parental Engagement	Parental engagement is minimal, with limited involvement of parents in fundraisers and events. The parent satisfaction rate is below 50%, indicating low levels of satisfaction and engagement.	Parental engagement is partially present, but there is room for improvement in involving parents in fundraisers and events. The parent satisfaction rate is between 50% and 69%, indicating moderate levels of satisfaction and engagement.	Parental engagement is satisfactory, with reasonable participation of parents in fundraisers and events. The parent satisfaction rate is between 70% and 79%, indicating a generally positive level of satisfaction and engagement.	Parental engagement is substantial, with active participation of parents in fundraisers and events. The parent satisfaction rate is between 80% and 89%, indicating a high level of satisfaction and engagement.	Parental engagement is exceptional, with extensive participation of parents in fundraisers and events. The parent satisfaction rate is 90% or above, indicating an outstanding level of satisfaction and engagement.	
Total Score						

Level 1: Unsatisfactory (15-30 points): School Site Coordinator and site evaluation demonstrate significant deficiencies and fall well below expectations. There is a lack of progress, commitment, and effectiveness in implementing The Gentlemen's League program. These sites will not be renewed for the next year.

Level 2: Developing (31-45 points): School Site Coordinator and site evaluation show some effort and progress, but improvements are needed to meet expectations and fully align with The Gentlemen's League program goals. Renewal for the next year will be contingent upon addressing the identified areas of improvement.

Level 3: Proficient (46-60 points): School Site Coordinator and site evaluation meet most of the expectations and demonstrate satisfactory implementation of The Gentlemen's League program components. These sites will be renewed for another year.

Level 4: Exceptional (61-75 points): School Site Coordinator and site evaluation consistently exceed expectations, showing outstanding dedication, effectiveness, and impact in implementing The Gentlemen's League program. These sites will be renewed for another year due to their exceptional performance.