

# Request to Change Sponsors Approval Criteria

Submission Date \_\_\_\_\_

School Name \_\_\_\_\_ School IRN \_\_\_\_\_

Current Sponsor \_\_\_\_\_ Current Sponsor IRN \_\_\_\_\_

Proposed Sponsor \_\_\_\_\_ Proposed Sponsor IRN \_\_\_\_\_

The Request to Change Sponsors Decision Rubric consists of three sections weighted as follows: Academic Performance (60 percent); Fiscal Performance and Stability (25 percent); and Other Factors (15 percent). A committee will review all documentation and determine whether to grant approval to change sponsors.

## ACADEMIC PERFORMANCE (MAXIMUM 36 POINTS)

The Academic Performance component examines these items:

- School performance against Ohio School Report Card benchmarks;
- School performance compared to the district in which the school is located; or, for e-schools, compared to performance in 10 percent of the districts in which the school’s students reside or more than 50 percent of the student population resides, whichever is met first; and
- School performance as compared to its community school peers.

The Ohio Department of Education will consider student demographics when comparing e-schools and districts where their students reside. The Department reviews the academic report cards for the three most recent years. To make these comparisons, the Department calculates overall points based on the total weighted score earned for the six components on the report card. It uses school performance data from the three most recent school years to determine Academic Performance. The overall grade equivalent follows this scale:

Range of Weighted Score	Grade Equivalent
4.125 - 5	4
3.125 - 4.124	3
2.125 - 3.124	2
1.125 - 2.124	1
0 - 1.124	0

### A. Overall performance as compared against report card benchmarks (8 points)

The school receives four points for each school year in which it receives a grade equivalent of 2 or higher.

2014-2015 Weighted Score \_\_\_\_\_ Points Earned \_\_\_\_\_

2015-2016 Weighted Score \_\_\_\_\_ Points Earned \_\_\_\_\_

2016-2017 Weighted Score \_\_\_\_\_ Points Earned \_\_\_\_\_

**B. Performance as compared to district of residence (16 points)**

The school receives eight points for each school year in which the school receives an overall grade equivalent higher than the district in which the school is located or, in the case of e-schools, 10 percent of the districts in which the school’s students reside or more than 50 percent of the student population resides, whichever is met first, whichever is met first.

2014-2015 School Overall Score \_\_\_\_\_ Resident District(s) Overall Score \_\_\_\_\_  
 2014-2015 Points \_\_\_\_\_

2015-2016 School Overall Score \_\_\_\_\_ Resident District(s) Overall Score \_\_\_\_\_  
 2015-2016 Points \_\_\_\_\_

2016-2017 School Overall Score \_\_\_\_\_ Resident District(s) Overall Score \_\_\_\_\_  
 2016-2017 Points \_\_\_\_\_

**C. Performance as compared to community school peers (12 points)**

The school receives a maximum of six points for each school year the school ranks in the top two quintiles based on its community school comparison group.

2014-2015 Rank \_\_\_\_\_ Points Earned \_\_\_\_\_

2015-2016 Rank \_\_\_\_\_ Points Earned \_\_\_\_\_

2016-2017 Rank \_\_\_\_\_ Points Earned \_\_\_\_\_

	2015	2016	2017	Total
<b>Report Card Performance</b>				
<b>Performance v. District of Residence</b>				
<b>Performance v. Peers</b>				
<b>Total Academic Performance Points</b>				

**Total Academic Performance Points** \_\_\_\_\_

**FISCAL PERFORMANCE AND STABILITY (MAXIMUM 15 POINTS)**

The Fiscal Performance and Stability component examines past performance based on the three most recent fiscal year audits, current stability based on the current fiscal year budget and enrollment, and longer-term sustainability based on the most recent five-year forecast.

**A. Past performance (6 points – 3 points for meeting each standard)**

Findings for recovery found \_\_\_\_\_ yes (0) \_\_\_\_\_ no (3)

Material weakness or lack of internal controls \_\_\_\_\_ yes (0) \_\_\_\_\_ no (3)

**B. Current status – Five-Year Forecast (6 points – 3 points for meeting each standard)**

Excess of total receipts over (under) total disbursements of 5 percent or greater

\_\_\_\_\_ yes (3) \_\_\_\_\_ no (0)

Current fiscal year enrollment at least 95 percent of previous fiscal year \_\_\_\_\_ yes (3) \_\_\_\_\_ no (0)

**C. Projected long-term stability (3 points)**

Excess of total receipts over (under) total disbursements of 5 percent or greater in last year of forecast

\_\_\_\_\_ yes (3) \_\_\_\_\_ no (0)

**Total Fiscal Performance and Stability Points \_\_\_\_\_**

**OTHER FACTORS NARRATIVES (9 POINTS)**

**A. Description of school's impact on the students and the community or communities it serves (2 points)**

The narrative should provide convincing evidence of positive impact by the school on its students and on the one or more communities it serves, including:

- A description of the school's impact on the students and communities;
- Results from parent and student satisfaction surveys, if available;
- A description of positive academic impact on students.

Points earned \_\_\_\_\_

**B. Plan for academic improvement (3 points)**

The narrative should provide convincing evidence that implementation of the academic plan will significantly improve academic performance, including:

- An explanation of the school's graduation requirements and how it complies with Ohio graduation requirements (only for schools that offer opportunities to earn high school diplomas);
- A description of the new sponsor's plans to help the school to ensure it meets its academic improvement goals.

Points earned \_\_\_\_\_

**C. Description of operational performance (2 points)**

The operational performance narrative should provide a detailed description of a school's operational performance, including:

- A description of the school's compliance with applicable laws and rules, school management and governance, staff recruitment and development, and parent and community involvement;
- A description of the governing board's capacity and commitment to its roles and responsibilities in ensuring the success of the community school. The description also must include the governing board's current compliance with all laws, as well as any conflicts of interest. It must demonstrate that the governing board is self-sustainable and will maintain compliance with legal, ethical and conflict of interest requirements for the governing authority developer and management company, if applicable.

Points earned \_\_\_\_\_

**D. Sponsorship stability (2 points)**

The narrative provides an explanation of the reason the school is requesting to change from its current sponsor to a new sponsor, including any action by the school or sponsor to terminate or not renew the sponsorship contract. The school's narrative must demonstrate that a change in sponsorship will help the school improve its performance. The school also includes an explanation of any prior changes in sponsorship during the life of the community school, if applicable.

Points earned \_\_\_\_\_

Total Other Factors Points \_\_\_\_\_

**Total Rubric Score**

<b>Component</b>	<b>Points</b>
Academic Performance	
Fiscal Performance and Stability	
Other Factors	
<b>Total</b>	

Recommendation:

\_\_\_\_\_ Approved      \_\_\_\_\_ Not Approved

---

---

---

---

---

---

---

---