

Sponsor Quality Practices Rubric

Commitment & Capacity				
	Poor	Ineffective	Effective	Exemplary
A. Clear Mission for Sponsoring Community Schools	<ul style="list-style-type: none"> The sponsor’s mission for sponsoring schools is broad or it has no mission. The sponsor’s vision for sponsoring is vague, with no defined priorities and no strategic goals. The sponsor’s governing board designates all contract decisions to staff and/or accepts contract decision-making recommendations with only a cursory review, taking action perfunctorily as part of routine business. 	<ul style="list-style-type: none"> The sponsor states a clear mission for sponsoring community schools. The sponsor articulates a broad vision for sponsoring, with broad goals over an undefined period of time. The sponsor’s governing board typically designates contract decisions to staff, which provides the board with general recommendations for which contracts to approve. Decisions are typically made with limited information provided by the staff and without consideration of the sponsor’s broad vision. 	<ul style="list-style-type: none"> The sponsor states a clear mission for quality sponsoring. The sponsor articulates and implements a vision and plan for sponsoring, including general goals and timelines for achievement. The sponsor’s governing board, while formally making all contract decisions, relies on their staff to carefully review and recommend contract decisions aligned with their sponsoring vision and plan. 	<ul style="list-style-type: none"> The sponsor states a clear mission for quality sponsoring. The sponsor articulates and implements an intentional strategic vision and plan for sponsoring, including clear priorities, specific goals, and time frames for achievement. The sponsor’s governing board actively participates in all contract decision-making (approval and renewal) to ensure that all such actions are consistent with the sponsor’s strategic vision and plan for quality sponsoring.

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B. Self-Evaluation & Improvement	<ul style="list-style-type: none"> The sponsor rarely examines its work to ensure it is meeting its Ohio sponsoring obligations and applicable laws. The sponsor does not examine its operations for the purpose of improvement. The sponsor does not evaluate itself as a sponsor. 	<ul style="list-style-type: none"> The sponsor sporadically examines its work to ensure it is meeting its Ohio sponsoring obligations and applicable laws. The sponsor occasionally looks to improve its operations, but does not follow a structured process. 	<ul style="list-style-type: none"> The sponsor regularly examines its work to ensure it is meeting its Ohio sponsoring obligations and applicable laws. The sponsor follows a defined improvement process to evaluate its work against its goals and outcomes. The sponsor uses the findings from its self-evaluation when making improvements in its practices. 	<ul style="list-style-type: none"> The sponsor continuously uses a defined improvement process to evaluate its work against its goals and outcomes and to ensure it is meeting its Ohio sponsoring obligations and applicable laws. The sponsor implements strategic action steps based on the findings from its rigorous self-evaluation to improve its performance as a sponsor. The sponsor continuously and rigorously evaluates its work against national standards for quality community school sponsors. The sponsor reports annually to its governing entity the progress it is making on its strategic goals.

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C. Defined Relationships In Practice	<ul style="list-style-type: none"> • Beyond what is stated in the contract, the sponsor cannot explain the distinction in roles and responsibilities between the sponsor staff and the community schools it sponsors. 	<ul style="list-style-type: none"> • While not documented beyond what is in the contract, the sponsor is able to explain in general terms how the roles and responsibilities differ between its staff and the community schools it sponsors. • The community schools it sponsors do not understand the responsibilities of the sponsor. 	<ul style="list-style-type: none"> • While not documented beyond what is in the contract, the sponsor has, and is able to clearly explain, the roles and responsibilities of its staff relative to those of the community schools it sponsors. • The community schools it sponsors generally understand the responsibilities of the sponsor. 	<ul style="list-style-type: none"> • Roles and responsibilities of the sponsoring staff are clearly separated, documented and delineated from the community schools it sponsors. • The community schools it sponsors clearly understand the responsibilities of the sponsor.

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D. Conflicts of Interest in Practice	<ul style="list-style-type: none"> • Schools sponsored by the sponsor have limited or no autonomy. • Numerous conflicts of interest exist between the sponsor and the community schools it sponsors (e.g., <i>staff and boards may overlap, sponsor may require school to purchase services from sponsor, schools may not be afforded appropriate autonomy, funds may be comingled</i>). • Decision-making is not transparent; it is unclear what or if criteria are being used by the sponsor to make decisions. • Community schools are improperly offered incentives by the sponsor and/or required by the sponsor to make choices that may not be in their best interest (e.g., <i>may only contract with the sponsor for various services, contract services from sponsor in exchange for reduced sponsoring fee</i>). 	<ul style="list-style-type: none"> • Evidence of conflicts of interest exists between the sponsor and the community schools it sponsors (e.g., <i>the sponsoring district's superintendent fills the role of the community school's superintendent with no accommodations for independent oversight of his/her role as community school superintendent</i>). • Decision-making is not transparent and the criteria used to make them are inconsistently applied and not fully understood by sponsor staff. • In some instances, the sponsor's decisions are improperly influenced by a management company or a community school's governing authority (e.g., <i>a management company with multiple affiliated schools implies action related to one school will impact the others</i>). 	<ul style="list-style-type: none"> • No conflicts of interest (both in staffing and funding) exist between the sponsor and the community schools it sponsors. • While decision-making is transparent to community schools and appears to be based on merit, the process and criteria for making decisions are not fully transparent to the public. 	<ul style="list-style-type: none"> • No conflicts of interest (both in staffing and funding) exist between the sponsor and the community schools it sponsors. • The sponsor has a written policy that effectively prevents conflicts of interest and assures decision-making is transparent and based on merit. • The sponsor's funding is structured in a manner that avoids conflicts of interest, inducements, incentives, or disincentives that might compromise its judgment in sponsorship approval and accountability decision-making.

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<p>E. Staff Expertise</p> <p><i>Deep understanding of essential principles, gained through training and/or several years working in the field and mastering the principles.</i></p>	<ul style="list-style-type: none"> The sponsor’s dedicated staff member(s) have little to no experience working in or sponsoring community schools. At least one staff member is trained in school finance, but has limited experience applying the knowledge. No external sources are sought in education-related areas for which the sponsoring staff lacks expertise. These areas include: <ul style="list-style-type: none"> Community schools; Curriculum, instruction and assessment; Special education and ELL instruction; School accountability; School facilities; School law; School finance; and School governance. 	<ul style="list-style-type: none"> The sponsor has at least one dedicated staff member with less than two years of experience working in or sponsoring community schools, and a member who is trained and has limited experience working in the area of school finance. Other staff have limited training and limited experience working in the following areas: <ul style="list-style-type: none"> Curriculum, instruction and assessment; Special education and ELL instruction; School accountability; School facilities; School law; School finance; and School governance. When existing staff do not have the range of expertise needed, the sponsor sometimes contracts with external sources to complete particular aspects of the work. 	<ul style="list-style-type: none"> The sponsor has at least one dedicated staff member with two or more years of experience working in or sponsoring community schools, and a member who is trained and experienced in the area of school finance. Other staff are certified and have experience working in the following areas: <ul style="list-style-type: none"> Curriculum, instruction and assessment; Special education and ELL instruction; School accountability; School facilities; School law; School finance; and School governance. When existing staff do not have the range of expertise needed, the sponsor contracts with external sources to complete particular aspects of the work. 	<ul style="list-style-type: none"> Many of the sponsoring staff have practiced in community schools or sponsoring community schools for several years, and have diverse expertise in the following areas: <ul style="list-style-type: none"> Curriculum, instruction and assessment; Special education and ELL instruction; School accountability; School facilities; School law; School finance; and School governance. When existing staff do not have the range of expertise needed, the sponsor contracts with external sources to complete particular aspects of the work.

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F. Staff Professional Development	<ul style="list-style-type: none"> • Sponsor staff rarely participates in professional development, internally or externally provided. • PD shows no alignment with the sponsor’s functions. 	<ul style="list-style-type: none"> • Sponsor staff sporadically participates in professional development internally or externally provided, and typically only what is required by ODE. • PD shows some alignment with the sponsor’s functions or in response to needed corrections. 	<ul style="list-style-type: none"> • Sponsor staff regularly participates in professional development, internally or externally provided, and beyond what is required by ODE. • PD is aligned with sponsor functions and takes into account identified needs (as determined by its self-improvement process). • Sponsor staff attends national conferences with PD focus (e.g., NACSA, iNACOL). 	<ul style="list-style-type: none"> • Sponsor staff continuously participates in professional development that goes beyond what is required by ODE, complements the sponsor’s improvement efforts, and takes into account staff member’s strengths and weaknesses. • The sponsor is able to provide examples of how professional development is incorporated into its ongoing work.

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<p>G. Allocation of Resources</p> <p><i>Resources include human and financial capital.</i></p>	<ul style="list-style-type: none"> Resource decisions are not data-driven. The sponsor has inadequate staff (or contracted services) to adequately carry out its roles and responsibilities. There is no evidence that the sponsor has examined and allocated its resources to fulfill its sponsor obligations. 	<ul style="list-style-type: none"> Some resource decisions are data-driven. The sponsor sporadically examines its needs and allocates its resources to fulfill its statutory requirements. Resource allocations are not commensurate with the scale of its portfolio of community schools. 	<ul style="list-style-type: none"> Most resource decisions are data-driven. The sponsor examines the needs of its school(s) and allocates its resources to improve school performance and its responsibilities as a sponsor. 	<ul style="list-style-type: none"> All resource decisions are data-driven. The sponsor determines its portfolio of schools needs and devotes resources to improve school performance, fulfill its responsibilities as a sponsor, and meet national quality standards for sponsoring (e.g., the sponsor provides math coach, software, PD consortiums, banners, specialized staff for job coaching). Resource allocations are commensurate with the sponsor's identified needs.

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Application Process & Decision-Making				
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A. Application Process, Timeline, & Clarity of Directions	<ul style="list-style-type: none"> The sponsor has no formal application process – no written application. The sponsor’s application timeline is not defined. Application guidance is absent or undocumented and varies depending on which staff member responds to questions by the public. The application process does not include interviewing applicants. 	<ul style="list-style-type: none"> The sponsor has an application process; however, it is undocumented and loosely defined. Timelines are loosely defined. Applications are accepted close to the statutory contract adoption date, leaving little time for contract negotiations. The application is not readily available to the public. The application provides limited directions on the content and format expected of applicants. The sponsor does not document the criteria it uses to evaluate its applications. The application process may include an interview with applicants. 	<ul style="list-style-type: none"> The sponsor follows and explains a systemic application process; however, it is not fully documented. The sponsor typically follows a defined timeline for reviewing applications. The planning stage is at least six months long. The application is readily available to the public. The application provides general directions on content and format expected of applicants. (e.g., does not include resources or references to assist the applicant.) The sponsor documents the general criteria it uses to evaluate its applications. However, these criteria are not publicized as part of the application process. The application process includes interviewing final applicants. 	<ul style="list-style-type: none"> The sponsor follows a documented systematic application process. The sponsor’s timeline allows for a pre-opening stage of least nine months so that the application process is carried out with quality and integrity. It aligns with the school year and provides ample time to adequately complete the application, plan, and prepare for the school’s opening. The sponsor’s application guidance is documented, detailed and readily available to the public through the sponsor’s website (e.g., includes the procedure to submit [word length, font size, electronic/ paper], includes references to assist the applicant). The application provides clear directions on required content and format. The sponsor documents and clearly communicates to applicants the criteria it uses to evaluate its applications. The sponsoring priorities are clearly stated in the application. The process includes interviewing final applicants before adopting a contract.

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B. Application Depth	<ul style="list-style-type: none"> The sponsor does not have a written application. 	<ul style="list-style-type: none"> The application includes few questions. The questions are very broad in nature and do not provide enough data to thoroughly evaluate the applicant's educational and business plans and capacities. 	<ul style="list-style-type: none"> General application questions, covering four main areas of school planning and operations (education plan, governance, finance [including market research] and accountability) along with suggested attachments, provide adequate data for analyzing an applicant's plans and capacities. <p><i>For example: Describe the demographics of the students that your school will serve and of the district in which the school will be located. Why are you proposing this school in this location?</i></p> <p><i>Generally describe your school's curriculum plan and provide an overview of the instructional design and program to be emphasized by the school.</i></p>	<ul style="list-style-type: none"> Comprehensive, detailed application questions cross-reference the four main areas of school planning and operations (education plan, governance, finance [including market research] and accountability) provide extensive data for rigorous evaluation of the applicant's plans and capacities. <p><i>For example: Describe the needs assessment of the school's target neighborhood and student population, including current student demographics and academic performance of other schools in the district in which the school will be located. Explain the academic impact of the proposed school model on the students and community. Describe the process used to assess local need and provide evidence that the community approves of the proposed school.</i></p> <p><i>Explain the school's curriculum, its alignment to the Ohio Standards and benchmarks, specific instructional materials to be used to implement the curriculum, and the process your school will follow to evaluate, review and revise its curriculum on an annual basis.</i></p>

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C. Rigorous Criteria for New Applicants, Including Any Affiliated with Previously Operating Schools.	<ul style="list-style-type: none"> The sponsor may require applicants to outline some of the following: <ul style="list-style-type: none"> An educational program; Staffing plan; A business plan; Governance; and/or Management structure. Application criteria are minimal and focus mainly on meeting state and federal statutory requirements. 	<ul style="list-style-type: none"> The sponsor requires all applicants to describe in general terms some of the following: <ul style="list-style-type: none"> A mission and vision; An educational program; Staffing plan; A business plan; Governance; and/or Management structure. 	<ul style="list-style-type: none"> The sponsor requires all applicants to present in detail all of the following: <ul style="list-style-type: none"> A mission and vision; An educational program; Staffing plan; A business plan (including market research); Governance and management structure; and Capacity to carry out its plan. The applicant must explain any never-opened, terminated, or non-renewed schools. <p>(Market research includes examining the types of schools and students in the area; it does <u>not</u> include an examination of the needs of the community.)</p>	<ul style="list-style-type: none"> The sponsor requires all applicants to provide strong evidence and great detail on all of the following: <ul style="list-style-type: none"> A clear and compelling mission and vision; A quality educational program; A solid business plan (including market and community school research); An effective governance and management structure; Staffing for people with diverse knowledge in education, school finance, etc.; and Clear evidence of capacity to successfully execute its plan. The applicant must explain any never-opened, terminated, or non-renewed schools. <p>(Community school research includes examining the proximity of choice options and niche schools, and examining unmet community needs, such as lack of schools with specialized focus.)</p>

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<p>D. Rigorous Criteria for Existing Community School Operators/ Replicators</p> <p><i>Whichever school is being replicated, it must have been in operation for two or more school years.</i></p>	<ul style="list-style-type: none"> • No additional criteria are required of existing school operators and/or replicators of existing schools. • Sponsor does not look for any evidence of past success or the capacity for growth. 	<ul style="list-style-type: none"> • While no additional criteria are required, the sponsor completes a cursory look of the current school’s academic success or a consideration for the school’s capacity to expand. 	<ul style="list-style-type: none"> • Sponsor requires the applicant to meet the following criteria: <ul style="list-style-type: none"> ○ Clear evidence of capacity to operate a new school successfully while maintaining quality in existing schools; ○ Document educational, organizational, and financial performance records based on all existing schools; ○ Must explain any never-opened, terminated, or non-renewed schools; ○ Must present a growth plan, business plan, and most recent financial audits; and ○ Meet at least one of the following indicators of effectiveness to earn approval for replication: high academic, organization, and/or financial success to earn approval for replication. 	<ul style="list-style-type: none"> • Sponsor requires the applicant to meet the following criteria: <ul style="list-style-type: none"> ○ Clear evidence of capacity to operate a new school successfully while maintaining quality in existing schools; ○ Document educational, organizational, and financial performance records based on all existing schools; ○ Must explain any never-opened, terminated, or non-renewed schools; ○ Must present a growth plan, business plan, and most recent financial audits; and ○ Meet multiple indicators of effectiveness in all of the following areas: high academic, organization, and financial success to earn approval for replication. <p><i>Examples of success include: never had an un-auditable school; no general education or special education school rated below the top two LRC categories; no dropout prevention and recovery schools rated below “meets”, etc.</i></p>

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<p>E. Rigorous Criteria for Community Schools Changing Sponsor/Assignment of Contract</p> <p>(if applicable)</p>	<ul style="list-style-type: none"> • No additional criteria are required of the existing school seeking to be switch sponsors. • Sponsor does not look for any evidence of past success or the capacity to operate successfully. 	<ul style="list-style-type: none"> • While no additional criteria are required, the sponsor completes a cursory look of the current school's academic success <i>or</i> considers the school's capacity to operate successfully. 	<ul style="list-style-type: none"> • While no additional criteria are required, the sponsor reviews the existing school's financial audits (where available), academic success, and the school's capacity to operate successfully, meeting and/or exceeding its performance targets. • The application process may include either a face-to-face interview with the applicant or contact with the school's current sponsor. • The sponsor does not consider contracting with a community school that is being non-renewed by its current sponsor. 	<ul style="list-style-type: none"> • Sponsor requires the applicant to provide educational, organizational, and financial performance records to evaluate the school's capacity to operate successfully, meeting and/or exceeding its performance targets. • The application process includes a face-to-face interview with the applicant and contact with the school's current sponsor. • The application process may include visiting the school and/or attending a board meeting. • The sponsor does not consider contracting with a community school that is being non-renewed by its current sponsor. • The sponsor's process to consider sponsoring a currently operating school is publicly available.

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<p>F. Reviewer Expertise</p> <p><i>Deep understanding of essential principles, gained through training and/or several years working in the field and mastering the principles.</i></p>	<ul style="list-style-type: none"> • Review team members have little to no experience working in or sponsoring community schools. At least one review team member is trained in school finance, but has limited experience applying the knowledge. • No external sources are sought in education-related areas for which the review team members lack expertise. These areas include: <ul style="list-style-type: none"> ○ Community schools; ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; ○ School finance; and, ○ School governance. 	<ul style="list-style-type: none"> • The sponsor has at least one dedicated reviewer with limited experience (less than two years) working in or sponsoring community schools, and at least one other reviewer who may have limited knowledge in one or more of the following areas: <ul style="list-style-type: none"> ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; ○ School finance; and/or ○ School governance. • When existing reviewers do not have the range of expertise needed, the sponsor sometimes contracts with external sources to complete particular aspects of the application review. 	<ul style="list-style-type: none"> • The sponsor has at least one dedicated reviewer with two or more years of experience working in or sponsoring community schools. • Other reviewers are certified (where appropriate) and have experience working in the following areas: <ul style="list-style-type: none"> ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; ○ School finance; and, ○ School governance. • When existing reviewers do not have the range of expertise needed, the sponsor contracts with external sources to complete particular aspects of the application review. 	<ul style="list-style-type: none"> • Many of the reviewers have practiced in community schools or sponsoring for several years, and have diverse expertise (and certification where appropriate) in the following areas: <ul style="list-style-type: none"> ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; ○ School finance; and, ○ School governance. • When existing staff do not have the range of expertise needed, the sponsor contracts with external sources to complete particular aspects of the application review.

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G. Protocols and Training	<ul style="list-style-type: none"> • No defined selection criteria or protocols are used to evaluate applications. • Review team members simply review the written application and ask only clarifying questions. • Reviewers receive no training. • No process is followed to ensure that all internal and external reviewers do not have a conflict of interest with the applicants they are reviewing. 	<ul style="list-style-type: none"> • Selection criteria are documented, but are broad or vague. • Review team members receive limited training on the selection criteria. • If a protocol is used to evaluate applications, limited evidence is documented to support whether the applicant meets the selection criteria. • Applicants are not interviewed. • All internal and external reviewers are responsible for identifying if a conflict of interest exists with the applicants they are reviewing. • The reviewer initiates his/her own removal from reviewing an application if he/she feels a conflict of interest exists. • The sponsor does not require a formal written conflict of interest statement to be signed by each person reviewing the applications. 	<ul style="list-style-type: none"> • Evaluation includes a careful review of the written application, a brief interview of all applicants to clarify points in the written application, and a careful review of the applicant’s experience and capacity. • While not always documented in protocols, all new review team members are trained on the selection criteria and protocols prior to reviewing applications for approval. • The review team documents evidence to support whether the applicant meets the selection criteria. • Review team members who have previously reviewed applications for the sponsor receive refresher training on the selection criteria and protocols prior to reviewing applications for approval. • The sponsor requires a formal written conflict of interest statement to be signed by every internal and external reviewer of applicants. • The sponsor initiates removal of an internal or external reviewer from evaluating an application. 	<ul style="list-style-type: none"> • Evaluation includes a detailed review of the written application, an in-depth interview with finalists, and a thorough background review of the applicant’s experience and capacity. • Application evaluators are trained annually on the selection criteria, the evaluation process and the protocols. <i>(e.g., interview guides used for all applicants, rubrics that require the evaluator to score and document how the applicant rates on the selection criteria).</i> • The review team documents in detail the evidence to support whether the applicant meets the selection criteria. • An established policy and process are consistently followed that ensures all internal and external reviewers do not have a real or perceived conflict of interest with the applicants they are reviewing. • The sponsor requires a formal written conflict of interest statement to be signed by every internal and external reviewer of applicants. • The sponsor initiates and documents the removal of an internal or external reviewer from evaluating an application if a formal conflict of interest is found.

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<p>H. Rigorous Decision-Making</p> <p><i>Rigorous decisions are based on a thorough analysis of a comprehensive body of objective evidence.</i></p>	<ul style="list-style-type: none"> • Almost all applicants that apply are approved, regardless of the strength of the application. • Preliminary agreements are made with schools that had previously closed and/or were non-renewed by their previous sponsor. 	<ul style="list-style-type: none"> • The majority of applications that meet a general framework of criteria are approved. • Preliminary agreements are made with community schools that meet one or more of the following criteria: <ul style="list-style-type: none"> ○ Fail to clearly demonstrate the capacity to successfully operate (e.g., lack of staffing, lack of resources, questionable governance, history of poor performance); ○ Little or no market research data to support the school’s opening; ○ Little or no data to support a successful educational model; ○ Questionable business plan and limited resources to support the school’s launch (e.g., reliance on unsecured loans and/or management company financial support); or ○ Were previously closed and/or non-renewed by their previous sponsor. 	<ul style="list-style-type: none"> • Applicants that meet the majority of the criteria are approved. • Enters into preliminary agreements with schools that meet most of the following criteria: <ul style="list-style-type: none"> ○ Clear capacity to successfully operate a new school (e.g., lack of staffing, lack of resources, questionable governance, history of poor performance); ○ Researched data shows strong market demand for the proposed school (e.g., mission, location, grades served, proximity of high quality public & private school options); ○ Quality educational program; ○ Solid business plan and a start-up budget to support the school’s launch and sustained early operations; and ○ The school has not been recycled: previously closed or non-renewed by its previous sponsor. 	<ul style="list-style-type: none"> • Only applicants meeting all, or almost all, of the criteria are approved. Any perceived minor deficiencies are addressed in the contract process. • Only enters into preliminary agreements with schools that meet all of the following criteria: <ul style="list-style-type: none"> ○ Clear capacity to successfully operate a new school (e.g., lack of staffing, lack of resources, questionable governance, history of poor performance); ○ Researched data shows strong market demand for the proposed school (e.g., mission, location, grades served, proximity of high quality public & private school options); ○ Quality educational program; ○ Solid business plan and a start-up budget to support the school’s launch and sustained early operations; and, ○ The school has not been recycled: previously closed or non-renewed by its previous sponsor.

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Performance Contracting				
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A. Contract Student Performance Measures	<p>Most contracts include:</p> <ul style="list-style-type: none"> • Vague measures of student performance, such as local report card ratings or statewide assessments. • No specific metrics and targets for school-wide performance (e.g., “80% proficiency in 3rd grade reading and math OAA). 	<p>Most contracts include:</p> <ul style="list-style-type: none"> • Multiple measures of student performance, which may include the following: <ul style="list-style-type: none"> ○ Statewide assessments, ○ Attendance, or ○ <i>If applicable, graduation rates.</i> • Metrics and targets for school-wide performance are vague (e.g., meet state standards). • Targets are for the all students group; they do not include subgroups of students. 	<p>All contracts may include the following:</p> <ul style="list-style-type: none"> • Multiple measures of student performance, such as <ul style="list-style-type: none"> ○ Proficiency rates on state assessments, ○ <i>If applicable, student academic growth,</i> ○ <i>If applicable, graduation rates,</i> ○ Attendance, and ○ <i>If applicable, post-secondary enrollment</i> after high school. • Metrics and targets for school-wide performance are specific (e.g., 80% proficiency in 3rd grade reading, meet or exceed value added). • Targets include all students and subgroups of students. 	<p>All contracts include:</p> <ul style="list-style-type: none"> • All of the following student performance measures: <ul style="list-style-type: none"> ○ Proficiency rates on state assessments, ○ <i>If applicable, student academic growth,</i> ○ <i>If applicable, graduation rates,</i> ○ Attendance, ○ <i>If applicable, post-secondary enrollment</i> after high school, and ○ <i>If applicable, student performance on other valid and reliable assessments</i> as laid out in the contract. • Metrics and targets are specific and rigorous. • Targets include all students and subgroups of students. • At a minimum, targets are set that compare the school’s student performance to the state, schools serving similar populations, and/or schools in the same geographical area. • Mission-specific academic goals may be included; such goals include specific metrics and targets.

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<p>B. Contract Terms for High-Stakes and Ongoing Reviews</p> <p><i>A performance review on which renewal decisions are made.</i></p>	<ul style="list-style-type: none"> Contract renewal is essentially automatic and contract language may specify automatic renewal as the default. Sponsor contracts rarely specify a high-stakes review to take place prior to contract renewal. 	<ul style="list-style-type: none"> Contract renewal is essentially automatic and contract language may specify automatic renewal as the default. Sponsor contracts occasionally specify a high-stakes review to take place prior to contract renewal, but at least every 5 years for extended contracts. 	<ul style="list-style-type: none"> Sponsor contracts regularly specify a required high-stakes review to take place prior to contract renewal, but at least every 5 years for extended contracts. 	<ul style="list-style-type: none"> All sponsor contracts specify a required high-stakes review to take place prior to contract renewal, and at least every 5 years for extended contracts.

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Performance Contracting				
	Poor	Ineffective	Effective	Exemplary
C. Contract Terms for Renewal and Non-Renewal	<ul style="list-style-type: none"> Contracts rarely define the performance standards and criteria and conditions for renewal. Contracts rarely define the consequences for meeting or not meeting standards and conditions. 	<ul style="list-style-type: none"> Most contracts broadly define the performance standards and criteria and conditions for renewal. Most contracts broadly define the consequences for meeting or not meeting standards and conditions. 	<ul style="list-style-type: none"> Most contracts define the performance standards and criteria and conditions for renewal. Most contracts define the consequences for meeting or the consequences for not meeting standards and conditions. 	<ul style="list-style-type: none"> All contracts clearly define and detail performance standards and criteria and conditions for renewal. All contracts clearly define and detail the consequences for meeting or the consequences for not meeting standards and conditions.

Sponsor Quality Practices Rubric

Performance Contracting				
	Poor	Ineffective	Effective	Exemplary
<p>D. Contract Terms for Amendments and Updates</p> <p><i>All/most sponsors have boiler-plate language noting that amendments may be made to all contracts.</i></p>	<ul style="list-style-type: none"> • No specific conditions for amendment or modifications are noted in the contract. • Sponsor does not modify the terms of a contract, even when it is renewed with the school. 	<ul style="list-style-type: none"> • General conditions for amendment or modifications are noted in the contract. • Sponsor regularly assesses contract language to ensure consistency with changes in state and/or federal law. • Sponsor has an updated contract template that it uses as it sponsors new schools; however, old contracts are not updated to reflect the more rigorous contract terms until the existing contract expires. 	<ul style="list-style-type: none"> • General conditions for amendment or modifications are noted in the contract. • Sponsor regularly assesses contract language to ensure consistency with changes in state and/or federal law. • Sponsor regularly updates all or most of its existing contracts to reflect changes in state and/or federal law. • If a sponsor updates its performance framework to support higher achievement and ensure better compliance in the new schools it sponsors, old contracts are not updated to reflect this new framework until the existing contract expires. 	<ul style="list-style-type: none"> • General conditions for amendment or modifications are noted in the contract. • Sponsor regularly assesses contract language to ensure consistency with changes in state and/or federal law. • Sponsor regularly updates its performance framework to support higher achievement or to ensure better compliance. • Sponsor regularly updates all or most of its existing contracts to reflect changes made in the template it uses for new schools.

Sponsor Quality Practices Rubric

Oversight & Evaluation				
	Poor	Ineffective	Effective	Exemplary
A. System of Oversight & Evaluation	<ul style="list-style-type: none"> The sponsor’s oversight and evaluation system is reactive, focused only on the school’s compliance with laws. The sponsor rarely enforces consequences for failing to meet compliance requirements or performance expectations. 	<ul style="list-style-type: none"> The sponsor’s oversight and evaluation system is minimal; focusing mainly on the school’s compliance with laws and with limited examination of academic performance. The sponsor occasionally enforces consequences for failing to meet compliance requirements or performance expectations. 	<ul style="list-style-type: none"> The sponsor’s oversight and evaluation system is proactive, collecting and/or accessing and reviewing and/or analyzing data on the school’s compliance with laws and against performance targets stated in the contract. Combined, these sources of data inform contract renewal, termination, and intervention decisions. The sponsor regularly enforces consequences for failing to meet compliance requirements, and sometimes performance expectations. 	<ul style="list-style-type: none"> The sponsor implements a comprehensive performance accountability and compliance monitoring system that is defined by the contract and that provides the information necessary to make rigorous and standards-based renewal, termination, and intervention decisions. The sponsor predetermines intervention actions for failure to meet contract requirements and clearly articulates and enforces stated consequences for failing to meet performance expectations or compliance requirements.

Sponsor Quality Practices Rubric

Oversight & Evaluation				
	Poor	Ineffective	Effective	Exemplary
B. Transparency of Process	<ul style="list-style-type: none"> The sponsor’s major oversight and evaluation processes for application, renewal, and closure are not transparent. 	<ul style="list-style-type: none"> The sponsor’s major oversight and evaluation processes for application, renewal, and closure are not transparent; however, the timelines are communicated. 	<ul style="list-style-type: none"> The sponsor’s major oversight and evaluation processes for application, renewal, and closure are transparent - clearly communicated to schools through contract and documented guidance and acknowledging that some aspects of oversight necessitate flexibility (e.g., a testing investigation). 	<ul style="list-style-type: none"> The sponsor’s oversight and evaluation process is fully transparent; it defines and communicates to schools through the school contract and documented guidance the process, methods, and timing of gathering and reporting school performance and compliance data, while acknowledging that some aspects of oversight necessitate flexibility (e.g., a testing investigation).

Sponsor Quality Practices Rubric

Oversight & Evaluation				
	Poor	Ineffective	Effective	Exemplary
<p>C. Enrollment & Financial Reviews</p> <p><i>Note: when a sponsor is reviewing certain EMO/CMO-affiliated schools, it may not have access to all the financial records deemed necessary for the sponsor to do a full financial review. (Protocol issue)</i></p>	<ul style="list-style-type: none"> The sponsor rarely reviews the enrollment and financial records of each school. When or if reviewed, the sponsor provides few details and feedback that is rarely of value to the school. No consideration is given to the qualifications of the individual performing the review on behalf of the sponsor. 	<ul style="list-style-type: none"> The sponsor minimally reviews the enrollment and financial records of each school, and provides occasional feedback with limited details and that are of limited use to the school. Some consideration is given to appropriate qualifications of the sponsor's reviewer. 	<ul style="list-style-type: none"> The sponsor reviews and provides monthly feedback on the enrollment and financial records of each school. All revenue sources are considered against the school's annual budget. Consideration is given to the qualifications of the sponsor's reviewer respecting school financial reviews. 	<ul style="list-style-type: none"> The sponsor reviews and provides monthly feedback on the enrollment and financial records of each school. The sponsor's recommendations to the board are pro-active in that they help the school achieve greater efficiencies, and also results in timely interventions when problems arise. All revenue sources are considered against the school's annual budget. The sponsor employs a licensed school treasurer or equivalent to conduct school financial reviews, which include the following: <ul style="list-style-type: none"> Budget ledgers, Transaction detail reports, Five-year forecasts, and Previous Auditor of State reports.

Sponsor Quality Practices Rubric

Oversight & Evaluation				
	Poor	Ineffective	Effective	Exemplary
<p>D. Financial Audit Follow-Up</p> <p><i>Note: when a sponsor is reviewing certain EMO/CMO-affiliated schools, it may not have access to all the financial records deemed necessary for the sponsor to do a full financial review. (Protocol issue)</i></p>	<ul style="list-style-type: none"> When it receives timely notice and the school agrees to the meeting, the sponsor never attends the school's closing audit conference. The sponsor either rarely follows-up with schools on issues identified in a school's annual audit by the Auditor of State or is excessive in its follow-up and direction to the school. 	<ul style="list-style-type: none"> When it receives timely notice and the school agrees to the meeting, the sponsor rarely attends the school's closing audit conferences. The sponsor may follow-up on legal compliance issues identified in a school's annual audit by the Auditor of State. 	<ul style="list-style-type: none"> When it receives timely notice and the school agrees to the meeting, the sponsor usually attends the school's closing audit conferences. The sponsor addresses the majority of issues identified in a school's annual audit by the Auditor of State, including findings for recovery, issues of material non-compliance, and so on. If the sponsor requires the school to engage in a Corrective Action Plan, the sponsor monitors the school's implementation of the plan. 	<ul style="list-style-type: none"> When it receives timely notice and the school agrees to the meeting, the sponsor always attends the school's closing audit conferences. The sponsor thoroughly addresses issues identified in a school's annual audit by the Auditor of State, including findings for recovery, issues of material non-compliance, and so on. These actions are evidenced by correspondence and/or meetings between the school and the sponsor. <i>Examples of a school's corrective action could include (but are not limited to):</i> <ul style="list-style-type: none"> Adopting or advising relevant policies, reducing deficiencies by implementing additional internal controls, and/or setting up a board audit committee; The follow-up to measure, along with school's status of previous citations/concerns/comments from the Auditor; The sponsor engages in follow-up to measure the school's progress in ensuring that similar future findings are avoided, with or without a formal Corrective Action Plan.

Sponsor Quality Practices Rubric

Oversight & Evaluation				
	Poor	Ineffective	Effective	Exemplary
E. Site Visit Protocols & Training	<ul style="list-style-type: none"> During an onsite review, data are collected from a school employee available at the school on the day of the review. The sponsor’s onsite reviewers receive very little training on the site visit process and no protocols are used. 	<ul style="list-style-type: none"> During an onsite review, data are collected from a school employee available at the school on the day of the review. The sponsor has an onsite visit protocol; however, its onsite reviewers are not trained on the tool; and therefore, There is no evidence of consistent use of the protocol across reviewers. 	<ul style="list-style-type: none"> During an onsite review, data are collected from school administrators and a sample of instructors. The sponsor’s onsite reviewers are trained on and regularly use observation and interview protocols. There is evidence of consistent use of the protocols across reviewers. Data may be collected through a variety of means and throughout the school year. 	<ul style="list-style-type: none"> During an onsite review, data are collected consistently from a variety of stakeholders, which may include the community school’s governing board members, administrators, teachers, students, parents, and staff from the management company (if applicable). Reviewers receive ongoing training, formal or informal, on the purpose, criteria, process and protocols of conducting onsite visits. Additionally, training is provided as needed to remain current with changes in law. Data may be collected through a variety of means and throughout the school year.

Sponsor Quality Practices Rubric

Oversight & Evaluation				
	Poor	Ineffective	Effective	Exemplary
<p>F. Site Visit Reviewer Expertise</p> <p><i>Deep understanding of essential principles, gained through training and/or several years working in the field and mastering the principles.</i></p>	<ul style="list-style-type: none"> Site visit reviewers have little or no experience working in or sponsoring community schools. At least one review team member is trained in school finance, but has limited experience applying the knowledge in reviewing community school compliance data gathered from the site visit. No external sources are sought in education related areas for which the sponsoring staff lacks expertise. These areas include: <ul style="list-style-type: none"> Community schools; Curriculum, instruction and assessment; Special education and ELL instruction; School accountability; School facilities; School law; School finance; and, School governance. 	<ul style="list-style-type: none"> At least one dedicated site visit reviewer has limited experience (less than two years) working in or sponsoring community schools, and at least one other site visit reviewer has limited training and limited experience or knowledge in one or more of the following areas: <ul style="list-style-type: none"> Curriculum, instruction and assessment; Special education and ELL instruction; School accountability; School facilities; School law; School finance; and/or School governance. When existing staff do not have the range of expertise needed, the sponsor sometimes contracts with external sources to complete particular aspects of the site visit review. 	<ul style="list-style-type: none"> The sponsor has at least one dedicated site visit reviewer with two or more years of experience working in or sponsoring community schools. Other reviewers are certified (where appropriate) and have experience working in the following areas: <ul style="list-style-type: none"> Curriculum, instruction and assessment; Special education and ELL instruction; School accountability; School facilities; School law; and, School finance; and, School governance. When existing reviewers do not have the range of expertise needed, the sponsor contracts with external sources to complete particular aspects of the site review. 	<ul style="list-style-type: none"> Many of the reviewers have practiced in community schools or sponsoring for several years, and have diverse expertise (and certification where appropriate) in the following areas: <ul style="list-style-type: none"> Curriculum, instruction and assessment; Special education and ELL instruction; School accountability; School facilities; School law; and, School finance; and, School governance. If the community school has a distinct focus (e.g., online delivery, special education, dropout recovery), the reviewers of these schools are knowledgeable in the area of the school's focus. When existing reviewers do not have the range of expertise needed, the sponsor contracts with external sources to complete particular aspects of the site visit review.

Sponsor Quality Practices Rubric

Oversight & Evaluation				
	Poor	Ineffective	Effective	Exemplary
G. Site Visit Reports	<ul style="list-style-type: none"> Based on information from site visits, the sponsor may provide the school with a written report, but fails to provide any relevant information about the school’s operations. There is no follow-up. 	<ul style="list-style-type: none"> Based on information from site visits, the sponsor provides the school with a written report of general findings, which may include areas needing improvement. There may or may not be follow-up for improvement areas. 	<ul style="list-style-type: none"> Based on information from site visits, the sponsor provides the school with a written report that includes the following: <ul style="list-style-type: none"> The information collected; and Areas needing improvement. Ongoing, the sponsor requests and reviews status updates from the school pertaining to any areas needing improvement. 	<ul style="list-style-type: none"> Based on information from site visits throughout the year, the sponsor provides the school with a written report that includes the following: <ul style="list-style-type: none"> The information collected; Areas of strength; and Areas needing improvement. Ongoing, the sponsor requests and reviews status updates from the school pertaining to any areas needing improvement.

Sponsor Quality Practices Rubric

Oversight & Evaluation				
	Poor	Ineffective	Effective	Exemplary
H. Communication with the Community School	<ul style="list-style-type: none"> The sponsor fails to communicate with the school's governing authority; or The sponsor is inappropriately overly involved in the school's operations, directing it or making decisions on the governing authority's behalf. 	<ul style="list-style-type: none"> The sponsor's communication with the school's governing authority is limited, vague and/or inconsistent. 	<ul style="list-style-type: none"> The sponsor's communication with the school's governing authority is frequent, specific and informative regarding the school's operations. 	<ul style="list-style-type: none"> The sponsor's communication is frequent, specific and informative regarding the school's operations and includes both the school operator and governing authority.

Sponsor Quality Practices Rubric

Oversight & Evaluation				
	Poor	Ineffective	Effective	Exemplary
I. Respecting Governing Authority Autonomy in Operations	<ul style="list-style-type: none"> The sponsor is inappropriately overly involved in the day-to-day operational decisions of the schools it sponsors and/or operates more as a “program” of the sponsor. Regardless of demonstrated success, all schools have limited or no autonomy over decision-making. The sponsor collects data in a manner that is burdensome to the school, without thought to protect students and public interests. The sponsor never examines its own compliance requirements to possibly minimize burden and increase the autonomy of its schools. 	<ul style="list-style-type: none"> The sponsor is inappropriately slightly involved in the day-to-day operational decisions of the schools it sponsors. The sponsor collects data in a manner that is burdensome to the school, without thought to protect students and public interests. The sponsor rarely (no more than once every two years) examines its own compliance requirements to possibly minimize burden and increase the autonomy of its schools. 	<ul style="list-style-type: none"> The sponsor has limited involvement in the day-to-day operations of the schools it sponsors, targeting those that have demonstrated poor performance or non-compliance. The sponsor collects data in a manner that minimizes administrative burden on the school, and protects student and public interests. The sponsor occasionally (once or twice every two years) examines its own compliance requirements to possibly minimize burden and increase the autonomy of its schools. 	<ul style="list-style-type: none"> The sponsor has no involvement in any school’s authority over its day-to-day operations, unless required by its contractual obligations pertaining to intervention. The sponsor collects data in a manner that minimizes administrative burden on the school, and protects student and public interests. The sponsor annually reviews its own compliance requirements and evaluates the potential to increase school autonomy based on flexibility in the law, streamlining requirements or other considerations.

Sponsor Quality Practices Rubric

Oversight & Evaluation				
	Poor	Ineffective	Effective	Exemplary
J. Intervention	<ul style="list-style-type: none"> • The sponsor is unaware of its obligation to intervene in accordance with Ohio law. • The conditions that trigger intervention are never articulated by the sponsor to its schools. • The sponsor never or rarely provides schools with timely notice of contract violations and/or provides little-to-no information on performance deficiencies. • There is no evidence that the sponsor (based on its own oversight or evidence from ODE and/or AOS that a compliance issue(s) exist), intervenes or follows up on issues with schools where compliance problems are identified. 	<ul style="list-style-type: none"> • The sponsor is generally aware of its obligation to intervene with a community school in accordance with Ohio law. • The community school contract states the conditions that may trigger intervention. • The sponsor occasionally provides schools with timely notice of contract violations, and/or minimal notice of performance deficiencies. • There is minimal or limited evidence that the sponsor intervenes with problems related to compliance that are identified during its own oversight or when identified by an external agency, such as ODE or AOS. • When intervention occurs, it is usually very prescriptive in nature and/or the sponsor defaults to another entity, such as ODE or AOS, for intervention guidance. 	<ul style="list-style-type: none"> • The sponsor establishes and makes known to the school in the contract the conditions that may trigger intervention and the types of actions and consequences that may ensue. • The sponsor provides timely notice of contract violations and performance deficiencies. • There is evidence that the sponsor almost always intervenes in the community school's operations to correct compliance issues or problems in the school's overall performance, based on the sponsor's oversight, or evidence from ODE and/or AOS. 	<ul style="list-style-type: none"> • The sponsor establishes and makes known to schools at the outset an intervention policy stating the general conditions that may trigger intervention and the types of actions and consequences that may ensue. • The sponsor gives schools clear, adequate, evidence-based, and timely notice of contract violations and performance deficiencies. • The sponsor initiates intervention in the community school's operations in a timely manner and clearly linked to correcting specific deficits in the school's overall performance. • The sponsor allows school reasonable time and opportunity for remediation in non-emergency situations. • Intervention strategies clearly preserve school autonomy and responsibility (e.g., identifying what the school must remedy without prescribing solutions; and understanding that the school may choose a different path).

Sponsor Quality Practices Rubric

Oversight & Evaluation				
	Poor	Ineffective	Effective	Exemplary
K. Oversight & Evaluation Report to Schools	<ul style="list-style-type: none"> Provides a report, very broad in nature, when compliance problems arise that must be addressed by the school. 	<ul style="list-style-type: none"> Provides a report to each school, summarizing fiscal and operational compliance. 	<ul style="list-style-type: none"> Provides a report to each school, summarizing its performance and compliance to date. 	<ul style="list-style-type: none"> Provides a report to each school, summarizing its performance and compliance to date and identifying areas of strength and areas needing improvement.

Sponsor Quality Practices Rubric

Oversight & Evaluation				
	Poor	Ineffective	Effective	Exemplary
L. Annual Report to the Public	<ul style="list-style-type: none"> The sponsor provides the general public and ODE with a very brief report on the school's compliance with the laws for each of the schools it sponsors. 	<ul style="list-style-type: none"> The sponsor produces an annual report for each of the schools that it sponsors. These reports provide limited information on the school's compliance with the laws and meeting the terms of its contract. 	<ul style="list-style-type: none"> The sponsor produces an annual report on the individual schools that it oversees. These reports include informative data on the school's compliance with the laws and meeting the terms of its contract. 	<ul style="list-style-type: none"> The sponsor produces an annual public report that provides clear, accurate performance data for the community schools it oversees, reporting on individual schools and its overall portfolio performance and progress toward achieving its sponsoring mission.

Sponsor Quality Practices Rubric

Termination & Renewal Decision-Making				
	Poor	Ineffective	Effective	Exemplary
<p>A. Contract Termination</p> <p><i>Termination occurs when the sponsor chooses to close a community school prior to the expiration date/term of the community school contract.</i></p> <p><i>Non-renewal of a contract occurs at the end of a community school's contract term.</i></p>	<ul style="list-style-type: none"> The criteria for terminating a school's contract during its sponsor term are defined in the contract. The sponsor does not have a written policy explaining the grounds for termination, nor the procedures to be followed if termination is required. Even when evidence is brought before it that an egregious violation of law has occurred, the sponsor never terminates a school's contract during its sponsor term. The sponsor relies on the state's closure law. 	<ul style="list-style-type: none"> The criteria for terminating a school's contract during its sponsor term are defined in the contract. The sponsor does not have a written policy explaining the grounds for termination, nor the procedures to be followed if termination is required. The sponsor does not seek evidence that might result in termination of a school's contract during its sponsor term, but will consider evidence brought before it. The sponsor rarely terminates a school's contract when there is an egregious violation of law such as clear self-dealing (e.g., funneling school resources to family and friends of school board members and/or staff) or falsifying data (financial or student). 	<ul style="list-style-type: none"> The criteria for terminating a school's contract during its sponsor term are clearly defined in the contract. The sponsor has a written policy explaining the grounds for termination and the procedures to be followed if termination is required. The sponsor's ongoing oversight and evaluation provides evidence for these decisions to be made. The sponsor may terminate a school's contract during its sponsor term when there is evidence of some or all of following: <ul style="list-style-type: none"> Unacceptable academic performance; Egregious violations of law; Extreme financial mismanagement leading to the school's demise; or Unfaithfulness to the terms of the contract (e.g., clear mismatch between school's mission and its actual program). 	<ul style="list-style-type: none"> The criteria for terminating a school's contract during its sponsor term are clearly defined in the contract. The sponsor has a written policy explaining the grounds and criteria for termination, the specific evidence it will collect and/or document, and the procedures both the school and the sponsor will follow to wind-up the school's operations. The sponsor terminates a school's contract during its sponsor term when there is clear evidence of some or all of following: <ul style="list-style-type: none"> Extreme underperformance; An egregious violation of law; A violation of the public trust that imperils students health and well-being or public funds (theft); or Unfaithfulness to the terms of the contract (e.g., clear mismatch between school's mission and its actual program).

Sponsor Quality Practices Rubric

Termination & Renewal Decision-Making				
	Poor	Ineffective	Effective	Exemplary
B. Evidence Based Renewal	<ul style="list-style-type: none"> Contract renewal is almost always assumed or made based on factors other than school performance. 	<ul style="list-style-type: none"> The contract renewal decision is based on a limited body of academic and operational evidence (e.g., recent financial audits, recent compliance monitoring reports, or the school’s most recent state accountability report card). 	<ul style="list-style-type: none"> The contract renewal decision is based on a substantial body of evidence of legal compliance and performance. These data inform renewal decisions. Evidence may include at least two of the following: <ul style="list-style-type: none"> Multiple years of student achievement; Multiple measures of student achievement, including statewide assessments and measures; Financial audits; or Site visit reports and/or other compliance reports. 	<ul style="list-style-type: none"> The sponsor bases the renewal process and renewal decisions on thorough analysis of a comprehensive body of objective evidence defined by the performance framework in the contract. Evidence includes at least all of the following: <ul style="list-style-type: none"> Multiple years of student achievement; multiple measures of student achievement; Financial audits; Site visit reports and/or other compliance reports; and, Status reports on corrective action plans or other required interventions, if necessary.

Sponsor Quality Practices Rubric

Termination & Renewal Decision-Making				
	Poor	Ineffective	Effective	Exemplary
C. Renewal and Non-Renewal Decisions	<ul style="list-style-type: none"> The sponsor grants renewal to all schools regardless of failure to meet the terms and academic achievement targets in their contract, fiscal or organizational problems, or compliance with the law. 	<ul style="list-style-type: none"> The sponsor inconsistently grants renewal to schools, even those that have failed to meet the terms and academic achievement targets in their contract; have fiscal or organizational problems; or have been out of compliance with the law. <p><i>Note: This approach to renewal decisions is evident regardless of the strength of the performance framework.</i></p>	<ul style="list-style-type: none"> The sponsor grants renewal to schools that are fiscally and organizationally viable and that meet most of the following criteria: <ul style="list-style-type: none"> Achieve their contractual academic standards and targets; or Are faithful to the terms of their contract. <p><i>Note: Even in the absence of a strong performance framework, the sponsor consistently applies performance-based criteria in making renewal decisions.</i></p>	<ul style="list-style-type: none"> The sponsor only grants renewal to schools that are fiscally and organizationally viable based on criteria in the school's performance framework with rigorous, specifically goals and targets: <ul style="list-style-type: none"> Achieve their contractual academic standards and targets; and Are faithful to the terms of their contract. <p><i>Note: it is assumed that an exemplary sponsor uses a performance framework with rigorous, specific goals and targets.</i></p>

Sponsor Quality Practices Rubric

Termination & Renewal Decision-Making				
	Poor	Ineffective	Effective	Exemplary
<p>D. Cumulative Report on Performance</p> <p><i>Note: Provided each year to the school's governing authority, the cumulative report builds a record of the school's performance over the contract term.</i></p> <p><i>The cumulative report is used as part of the evidence-based renewal decisions described in Indicator B.</i></p>	<ul style="list-style-type: none"> • Does not provide the community school a report on its cumulative performance, other than the Sponsor's Compliance Review report submitted annually to the department. 	<ul style="list-style-type: none"> • May annually provide the community school with a report, but it does not relate to the school's performance against its contract; and/or • When a report is given, it does not include multiple years of performance data against its contract term. 	<ul style="list-style-type: none"> • Annually provides each community school with a report of its performance; • The report includes multiple years but may not include the school's entire contract term. 	<ul style="list-style-type: none"> • As referenced in the school's contract, provides each community school, in advance of the renewal decision, a cumulative performance report that summarizes the school's performance record over the contract term and states the sponsor's summative findings concerning the school's performance and its prospects for renewal.

Sponsor Quality Practices Rubric

Termination & Renewal Decision-Making				
	Poor	Ineffective	Effective	Exemplary
E. Transparent Renewal Application Process	<ul style="list-style-type: none"> The sponsor does not have an application process for contract renewal. 	<ul style="list-style-type: none"> The sponsor may have an application renewal process, but does not consistently require schools to follow the process, nor does it specify criteria for renewal. 	<ul style="list-style-type: none"> The sponsor has an application process and requires all schools seeking renewal to apply through a renewal application. The guidance regarding the renewal process is non-specific as to criteria, content and/or format; The process may allow a school to present additional evidence regarding its performance. 	<ul style="list-style-type: none"> The sponsor has an application process and requires all schools seeking renewal to apply through a renewal application. The requirements for renewal are publicly available and include written guidance regarding the process, content and format for renewal applications, as well as criteria/standards used to evaluate the applicant and a timeline. The application provides the school an opportunity and reasonable time to respond to the cumulative report; correct the record, if needed; and present additional evidence regarding its performance.

Sponsor Quality Practices Rubric

Termination & Renewal Decision-Making				
	Poor	Ineffective	Effective	Exemplary
F. Prompt Notification and Explanation of Reasons for the Renewal Decision	<ul style="list-style-type: none"> The sponsor’s written notification of renewal decision rarely includes an explanation of the reasons for the decision. Parents and students have almost no time and no information to make informed choices for the coming school year. 	<ul style="list-style-type: none"> The sponsor’s written notification of renewal includes a very limited explanation of the reasons for the decision. Parents and students have little time and limited information to make informed choices for the coming school year. 	<ul style="list-style-type: none"> The sponsor promptly notifies each school of its renewal decision, including a written explanation of the reasons for the decision. Parents and students have enough time and information to make informed choices for the coming school year. 	<ul style="list-style-type: none"> The sponsor promptly notifies each school of its renewal decision, including a specific written explanation of the reasons for the decision (e.g., actual performance standard and performance level against the specific targets and goals in the contract). Parents and students have ample time and information to make informed choices for the coming school year when a school’s contract is non-renewed.

Sponsor Quality Practices Rubric

Termination & Renewal Decision-Making				
	Poor	Ineffective	Effective	Exemplary
G. Closure Process	<ul style="list-style-type: none"> The sponsor is unaware of its obligation to oversee school closure. In the event of a school closure, the sponsor has no formal policy or procedure for schools to follow. The closing school might default to the ODE guidance. The sponsor does not oversee the closure process. 	<ul style="list-style-type: none"> The sponsor is aware of its obligation to oversee school closure; however, it lacks the capacity to oversee; when a school has closed, the sponsor may or may not have submitted the Closing Assurances to ODE. In the event of a school closure, the sponsor has no formal policy or procedure for schools to follow. The closing school might default to the ODE guidance. The sponsor does ensure that student records are returned to the home school district. 	<ul style="list-style-type: none"> The sponsor is aware of its obligation to oversee school closure. The sponsor may have a formal policy, but at a minimum follows ODE's guidance. In the event of a school closure, the sponsor oversees the school's governing board and leadership in carrying out a closure process that: <ul style="list-style-type: none"> Informs parents; Transitions student records to the home school district; Disposes of school funds, property, and assets in accordance with law; and Submits Closing Assurances to ODE. 	<ul style="list-style-type: none"> The sponsor is aware of its obligation to oversee school closure. The sponsor has a formal policy for overseeing school closure. In the event of a school closure, the sponsor oversees and works with the school's governing board and leadership in carrying out a detailed closure protocol that ensures: <ul style="list-style-type: none"> Timely notification to parents including assistance in finding new placements; Orderly transition of students records to home school district; Disposition of school funds, property, and assets in accordance with law; and Submits Closing Assurances to ODE. The sponsor carries out (or has the capacity and commitment to carry out) the closure to the extent possible if the school's governing authority fails to carry out the protocols.

Sponsor Quality Practices Rubric

Technical Assistance and Sponsor Requirements in Rule & Law				
	Poor	Ineffective	Effective	Exemplary
<p>A. Ongoing Technical Assistance to Schools</p> <p>Note: the provision of technical assistance does not mean that the sponsor does work for the school; the sponsor provides guidance, including information about resources; but the sponsor does not do the work.</p>	<ul style="list-style-type: none"> Technical assistance, if provided to schools, is reactive to problems that arise. The sponsor does not assess the technical assistance needs of the schools it sponsors. 	<ul style="list-style-type: none"> Most technical assistance provided by the sponsor is reactive to problems. The sponsor occasionally solicits information about the technical assistance needs of the schools it sponsors. The sponsor sporadically provides the technical assistance identified as needed by the schools. 	<ul style="list-style-type: none"> The sponsor routinely provides timely comprehensive technical assistance in response to issues, problems and concerns identified by either the sponsor or the school. The sponsor regularly assesses or solicits information about the technical assistance needs of the schools it sponsors. The sponsor routinely provides the technical assistance identified as needed by the schools. The sponsor regularly solicits feedback on the quality and impact of the technical assistance that it provides to the schools. 	<ul style="list-style-type: none"> The sponsor always provides timely comprehensive technical assistance in response to issues, problems and concerns identified by either the sponsor or the school. Almost all technical assistance is proactive, intended to prevent problems from arising in the schools it sponsors. The sponsor regularly assesses or solicits information about the technical assistance needs of the schools it sponsors. The sponsor always provides the technical assistance identified as needed by the schools. The sponsor continuously solicits feedback on the quality and impact of the technical assistance that it provides to the schools it sponsors.

Sponsor Quality Practices Rubric

Technical Assistance and Sponsor Requirements in Rule & Law				
	Poor	Ineffective	Effective	Exemplary
B. Ongoing Updates of Legal and Policy Changes	<ul style="list-style-type: none"> The sponsor never or rarely updates schools on changes to rule and law that impact the schools' operations. 	<ul style="list-style-type: none"> The sponsor sporadically updates schools on changes to rule and law that impact the schools' operations, but has no process for doing so. The sponsor's updates may include directing schools to another credible source for this information (e.g., OAPCS). 	<ul style="list-style-type: none"> The sponsor has a process that it uses to at least annually, informs schools on changes to rule and law that impact the schools' operations. The sponsor's updates may include directing schools to another credible source for this information (e.g., OAPCS, OCQE). 	<ul style="list-style-type: none"> The sponsor continually ensures that schools are informed in a timely manner of changes to rule and law that impact the schools' operations, ensuring that schools are in compliance as quickly as needed. The sponsor's updates may include directing schools to another credible source for this information (e.g., OAPCS, OCQE).

Sponsor Quality Practices Rubric

Technical Assistance and Sponsor Requirements in Rule & Law				
	Poor	Ineffective	Effective	Exemplary
C. Ongoing Professional Development (PD) for Schools	<ul style="list-style-type: none"> The sponsor never provides information about PD opportunities for its schools. 	<ul style="list-style-type: none"> The sponsor sporadically provides information about PD opportunities for its schools. <p><i>Or</i></p> <ul style="list-style-type: none"> The sponsor is prescriptive or mandates that its schools participate in certain PD, except on a topic for which specific training is a requirement of the contract. 	<ul style="list-style-type: none"> The sponsor shares information about PD opportunities for its schools, which may or may not be community school specific. The sponsor may provide PD directly on certain topics (e.g., annual meeting for updates) While the sponsor shares information about PD opportunities, it is the school's independent decision as to whether it participates, except on a topic for which specific training is a requirement of the contract. 	<ul style="list-style-type: none"> The sponsor provides its schools with multiple sources of information about PD opportunities for its schools. <p><i>Or</i></p> <ul style="list-style-type: none"> The sponsor provides at least some of the PD directly to its schools, based on school need. While the sponsor encourages and promotes high quality PD, it is the school's independent decision as to whether it participates, except on a topic for which specific training is a requirement of the contract.

Sponsor Quality Practices Rubric

Technical Assistance and Sponsor Requirements in Rule & Law				
	Poor	Ineffective	Effective	Exemplary
D. Effective Working Relationships with Schools' Governing Authorities	<ul style="list-style-type: none"> Beyond what is stated in the community school contract, the sponsor has no written policy and no explanation that differentiates its roles and responsibilities from those of the community school's governing authority. In the absence of clarity, both parties frequently have misunderstandings and their mutual respect is low. The sponsor rarely works to maintain a solid relationship with their assigned schools' governing authority members (e.g., rare communication; no attendance at board meetings). The sponsor provides little guidance to its governing authorities. 	<ul style="list-style-type: none"> While not documented beyond what is stated in the community school contract, the sponsor is able to explain in general terms how its roles and responsibilities differ from the school's governing authority. However, both parties may view the roles and responsibilities differently. While the sponsor tries to maintain a solid relationship with their assigned schools' governing authority members, differing opinions and misunderstandings between the sponsor and governing authorities occasionally leads to a lack of respect between both parties (e.g., limited communication, sporadically or not attending board meetings). 	<ul style="list-style-type: none"> While not documented beyond what is stated in the community school contract, the sponsor and the school's governing authority describe roles and responsibilities that are understood and respected by both parties. The sponsor regularly works to maintain a solid relationship with their assigned schools' governing authority members (e.g., regular communication, attending at least two board meetings annually for each school). 	<ul style="list-style-type: none"> Beyond what is stated in the community school contract, roles and responsibilities of the sponsoring staff are clearly separated, documented and delineated from the governing authorities of the community schools it sponsors. This clear delineation is understood and respected by both parties. The sponsor continuously works to maintain a solid relationship with their assigned schools' governing authority members (e.g., frequent communication [newsletters, for example], attending as many board meetings as possible; directly informing board members about compliance concerns, high stakes reviews, and so on).