

# 2017-2018 Sponsor Quality Practices Rubric

Below is the rubric the Ohio Department of Education will use to evaluate community school sponsors on their adherence to quality sponsoring practices for the 2017-2018 school year. The rubric is composed of 32 standards designed to evaluate sponsors on various sponsoring practices. The standards are informed by both the National Association of Charter School Authorizers (NACSA) and by Ohio laws and rules. To complete the rubric, sponsors should:

1. **Carefully read each standard.** Some standards have specific instructions on what sponsors need to do.
2. **Upload all documents that best demonstrate the standard in question.** Document files uploaded into Epicenter should be named to indicate exactly what information is included in the file.
3. **Highlight the parts of large documents that speak to the standard.** When uploading documents with a large number of pages, please indicate which pages the reviewers should focus on when evaluating the standard.
4. **If necessary, upload the same document(s) for more than one standard.** Unless otherwise indicated on the standard, sponsors are evaluated based on the specific documents they upload for a specific standard. Sponsors are free to upload any and all documents needed for each standard. The same document can be uploaded for multiple standards.
5. **Refer to the glossary below when directed.** Some standards have one or more words for which a definition is provided. If the standard directs the sponsor to refer to the glossary for the definition of a specific word, the sponsor should do so.
6. **Provide a narrative explanation if needed.** For the 2017-2018 quality review, sponsors have the option to upload a narrative explanation for 30 of the 32 standards. For Standards C.01 and C.02, which do not require document uploads, sponsors have the option to enter a brief narrative in the Narrative field of these standards in Epicenter. Sponsors must use the Department's narrative template form when completing the narrative explanation for each standard. Narratives can be no longer than two single-sided pages and must indicate the standard and number (e.g., A.03) in question (as indicated on the template form). While narratives are not evidence, evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

## Glossary of Definitions

For the purposes of the 2017-2018 Quality Practices Rubric, the definitions for the words as used for the standards indicated (in parentheses) are listed below.

- **Budget narrative (A.07):** The budget narrative is referred to as the budget justification. The narrative serves two purposes: 1) It explains how the costs are estimated; and 2) It justifies the need for the cost as it relates to the sponsoring responsibilities and sponsoring revenues. The narrative may include tables for clarification purposes.
- **Business plan (B.02):** A formal statement of business goals, reasons they are attainable and plans for reaching them while containing background information on the academic, financial and operational position of the organization over multiple years.
- **Data analysis (A.06, D.05):** A process of inspecting, cleaning, transforming and modeling data with the goal of discovering useful information, suggesting conclusions and supporting decision-making.
- **Deficiency (A.03, D.06):** The state of falling short or demonstrating inadequate performance in the contract, academic, financial and/or organizational/operational areas.
- **Guidance (A.03, B.01, D.01, D.03, D.06, E.05, F.02, F.04):** Written directions that help users understand the purpose, guide implementation and answer questions on topics that include, but are not limited to, applications, oversight, monitoring, interventions and responsibilities.

- **High-stakes review (C.02):** A rigorous evaluation of a school's performance (academic, financial and organizational/operational) over the entire contract term.
- **Intervention policy (D.06):** A course or principle of action adopted by a sponsor's governing authority that defines the conditions for intervention, the actions or consequences when intervention is triggered, and the process for resolving the issue that maintains school autonomy. An intervention policy is not limited to timeframes for remedying the deficiency, benchmarks to measure progress, etc.
- **Market research (B.02):** Systematic process of gathering and analyzing data regarding sufficient demand or need for a new school in the proposed area or community. Market research should address the following:
  - Analysis of student and student subgroup(s) academic needs to be served by the proposed community school which are not met by existing schools in the area or community.
  - Demonstrated demand for the proposed community school (e.g. list of maps of all current school options including capacity/seats currently available, evidence of existing wait lists or lack of capacity from existing schools, letters of commitment to the proposed school from parents, community stakeholders, etc.).
  - Evidence of data collection and analysis in the following areas: real estate market (rental property, insurance rates, property taxes), availability of transportation (e.g., bus lines), enrollment fluctuation in surrounding schools, job growth, number and age range of students in the surrounding area of the proposed facility, crime rates, etc.
- **Measures (A.01, C.01):** General categories of performance.
- **Metrics (A.01, C.01, D.05):** General means of evaluating an aspect of a measure.
- **Needs assessment (F.01):** A planning process used by the sponsor to determine deficiencies, set technical assistance priorities, make organizational improvements and/or allocate resources.
- **Organizational chart (A.05):** A visual depiction of how an organization is structured. It outlines the roles, responsibilities and relationships between individuals within an organization. An organizational chart can be used to depict the structure of an organization as a whole or broken down by department or unit. The organizational chart must include the sponsor's staff with sponsoring responsibilities, contractors with sponsoring responsibilities and the sponsor's board members.
- **Organizational/operational (C.01, D.05, D.06, D.07):** The routine functioning and activities of a community school. Organizational/operational areas may include, but are not limited to, governance, leadership, compliance, faithfulness to the contract, human resources, litigation, education plan implementation, etc.
- **Performance Framework (C.01, D.05):** Metrics, targets and ratings of all applicable academic, financial and organizational/operational measures for multiple years and over the term of the contract.
- **Planning stage (B.01):** The period between the date a sponsor provides written notification to the school of application approval and the school's first day of instruction.
- **Policy (A.04, B.01, E.01):** A written course or principle of action adopted by a sponsor's governing board.
- **Procedures (E.04, E.05):** A series of actions or steps taken to carry out the board-adopted policy (synonymous with "process").
- **Process (A.02, A.04, B.01, C.02, D.06, E.01):** A series of actions or steps taken to carry out the board-adopted policy (synonymous with "procedures").
- **Protocol (B.05, D.03, E.01, E.06):** A plan or written guidance prescribing strict adherence to a specific set of actions, which includes an evaluative instrument/tool.
- **Ratings (C.01):** An assignment of performance into categories/scoring based on the performance against framework targets.

- **Rubric (B.05, E.01, E.02, E.06):** An evaluation instrument used to rate and score the quality of each individual criteria within the application, as well as the application as a whole. Rubrics contain evaluative ratings and scores, definitions for those ratings and scores at particular levels of achievement for each individual criterion and a scoring strategy.
- **Sponsoring priorities (A.01):** The core values, goals, guiding principles and responsibilities aligned to the sponsor's mission, vision and strategic plan that take precedence when considering to authorize new or existing community schools or reauthorize currently sponsored schools.
- **Sponsoring responsibilities (A.03, A.04, A.05, A.06, A.07, D.06):** The obligations of the sponsor for all the standards within each of the six critical areas of the Quality Rubric including, but not limited to, reviewing applications, overseeing school performance and legal compliance, making renewal decisions and providing technical assistance.
- **Staff (A.05, A.06):** May consist of employees of the sponsor and contracted resources. Community school staff and administrators shall not be considered "sponsor staff" for the purpose of this quality evaluation.
- **Staffing plan (B.02):** A written plan for the recruitment, selection, training and retention of individuals for specific job functions and charging them with the associated responsibilities based on need, capacity and financial and human resources.
- **Survey (F.01):** A predetermined list of written questions aimed at extracting specific data from a particular group of people to assess thoughts, opinions and feelings.
- **Targets (A.01, C.01, D.05, E.02):** Thresholds that signify success in meeting the standard for a specific metric.
- **Technical assistance (F.01):** The provision of targeted and customized supports by professionals with subject matter expertise relevant to the operations of a community school toward successfully fulfilling its obligations under applicable rules, laws and the terms of its community school contract (per Ohio Administrative Code 3301-102-02).

## A. Commitment and Capacity

**A.01 Mission and Strategic Plan:** The sponsor has a clear mission and a strategic plan for sponsoring community schools.

Key Indicators:

- The mission cites sponsoring practices and is available on the sponsor’s website.
- The strategic plan articulates clear sponsoring priorities.
- The strategic plan is in operation by March 1 of the review year.
- The strategic plan includes goals, strategies and actions steps with specific measures and metrics and timeframes for achievement.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “measures,” “metrics,” “targets” and “sponsoring priorities.”

**FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF A SPONSORING MISSION WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
The sponsor submitted a mission that cites sponsoring –but– The mission is not available on the sponsor’s website.	The sponsor submitted a mission that cites sponsoring –and– The mission is available on the sponsor’s website.	2-Point Requirements –and– The sponsor submitted a strategic plan that includes goals, strategies and action steps that align with sponsoring priorities. –and– The sponsor submitted evidence that the strategic plan was in operation by March 1 of the review year <sup>1</sup> .	3-Point Requirements –and– The strategic plan includes specific measures, metrics, targets and timeframes for achievement and a defined improvement process.

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

<sup>1</sup> For the 2018-2019 Quality Review, “The sponsor submitted evidence that the strategic plan was in operation for a majority of the review year” will be added to the 3-Point Requirements.

**A.02 Goals and Self-Evaluation:** The sponsor uses a defined improvement process to evaluate its work and to implement strategic actions based on the findings.

Key Indicators:

- The improvement process occurs annually according to a defined process and is implemented by March 1 of the review year.
- The sponsor uses the findings from this process to develop goals and implement strategic action steps.
- The sponsor uses this process to evaluate its work against national standards for community school sponsors (e.g., National Association of Charter School Authorizers).

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “process.”

**FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF EVALUATING ITS SPONSORING OBLIGATIONS WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The sponsor submitted evidence that it evaluates its sponsoring obligations –but– The sponsor did not submit evidence of using a defined improvement process to do so.</p>	<p>The sponsor submitted evidence that it uses a defined improvement process to evaluate its sponsoring obligations –and– The sponsor has written goals for improvement.</p>	<p>2-Point Requirements –and– The sponsor submitted evidence that by March 1 of the review year it develops and implements action steps based on the findings from its improvement process<sup>2</sup>.</p>	<p>3-Point Requirements –and– The sponsor provided evidence that it compares its work to national standards for sponsoring.</p>

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

<sup>2</sup> For the 2018-2019 Quality Review, the sponsor must provide evidence that it develops and implements action steps based on the findings from its improvement process for the majority of the review year to meet the 3-Point Requirements.

**A.03 Roles and Responsibilities:** The sponsor provides guidance and offers training to assist schools in understanding the roles and responsibilities outlined in the contract.

Key Indicators:

- The sponsor publishes guidance that complements the contract and delineates and defines the roles and responsibilities of the sponsor and the school.
- The sponsor shares this guidance with school leaders and/or governing authority members prior to the first day of school.
- The sponsor offers training to school leaders and/or school governing authority members on the written guidance by March 1 of the review year.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “guidance” and “sponsoring responsibilities.”

**FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF COMMUNICATING INFORMATION TO ITS SCHOOLS THAT COMPLEMENTS THE CONTRACT AND DELINEATES THE ROLES AND RESPONSIBILITIES OF THE SPONSOR AND THE SCHOOL WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The sponsor submitted evidence of communicating information to its schools that complements the contract and delineates the roles and responsibilities of the sponsor and the school</p> <p>–but–</p> <p>The sponsor did not submit a written guidance document.</p>	<p>The sponsor submitted evidence of having written guidance that complements the contract and delineates the roles and responsibilities of the sponsor and the school.</p>	<p>2-Point Requirements –and–</p> <p>The sponsor submitted evidence of sharing the written guidance with school administrators and governing authority members prior to the first day of school.</p>	<p>3-Point Requirements –and–</p> <p>The sponsor submitted evidence of offering training on the written guidance for school leaders and school governing authority members by March 1 of the review year.<sup>3</sup></p>

**Note:** The sponsor must submit evidence for a specific set of its sponsored schools that was randomly selected by the vendor. The list includes at least one of each type of sponsored school (i.e., e-schools, Dropout Prevention and Recovery schools, etc.). All sponsors received a list of the selected schools, and the list is available to sponsors in Epicenter.

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

<sup>3</sup> For the 2018-2019 Quality Review, the sponsor must submit evidence of offering training on the written guidance for school leaders and school governing authority members by Nov. 30 of the review year to meet the 4-Point Requirements.

**A.04 Conflicts of Interest:** No conflicts of interest exist between the sponsor and its community schools or within the sponsor's board or staff, and the sponsor collects signed conflict of interest statements from its staff and board members.

Key Indicators:

- The sponsor has a written policy to disclose potential or existing conflicts of interest.
- The sponsor has an established process it follows if a conflict of interest is discovered.
- No unaddressed conflicts of interest exist between the sponsor and its community schools.
- No unaddressed conflicts of interest exist within the sponsor's board or staff.
- If a potential conflict of interest is discovered, the sponsor follows its policy to resolve the potential conflict.
- Staff members, contractors and board members must sign conflict of interest statements for each of its sponsoring responsibilities.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of "policy," "process," "sponsoring responsibilities" and "organizational chart."

**FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF A CONFLICT OF INTEREST POLICY OR IDENTIFICATION OF AN UNADDRESSED CONFLICT OF INTEREST WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The sponsor submitted a conflict of interest policy. –and– There is no evidence of an unaddressed conflict of interest.</p>	<p>1-Point Requirements –and– The submitted policy addresses internal AND external conflicts of interest between the sponsor and its community school(s) and within the sponsor's board, staff and contractors –and– The sponsor submitted evidence of following its policy to determine if any potential conflicts of interest exist.</p>	<p>2-Point Requirements –and– The sponsor's conflict of interest policy requires the submission of conflict of interest statements from each board member (when applicable) and staff members and contractors with sponsoring responsibilities at the onset of each sponsoring responsibility –and– The sponsor submitted evidence of collecting signed conflict of interest statements by March 1 of the review year<sup>4</sup> from each board member and staff members and contractors with sponsoring responsibilities as listed in the organizational chart in standard A.05.</p>	<p>3-Point Requirements –and– The sponsor submitted an established policy that prescribes the process it follows if a conflict of interest is discovered –and– If a potential conflict of interest is discovered, the sponsor submitted evidence of adhering to its policy and process to resolve the potential conflict.</p>

**NOTE:** The entire body of submitted documentation may be taken into account during the review of this standard.

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor's practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

<sup>4</sup> For the 2018-2019 Quality Review, sponsors must submit evidence of collecting signed conflict of interest statements from staff members and contractors with sponsoring responsibilities and each board member by Sept. 30 in order to meet the 3-Point Requirements.

**A.05 Staff Expertise:** The sponsor has sufficient expertise and sponsoring experience to carry out its sponsoring responsibilities.

Key Indicators:

- The organizational chart and job descriptions indicate a clear structure of sponsoring responsibilities and reflect designated staff for each sponsoring responsibility.
- Résumés and/or bios demonstrate the sponsor has some staff members with several years of sponsoring experience, and its regular staff includes a member who is a licensed school treasurer (or its equivalent).
- The sponsor's staff has expertise in the areas pertinent to sponsoring obligations, or it contracts with external sources as needed. The areas of expertise include: curriculum, instruction, assessment, special education, school accountability, school governance, and, as needed, English language learner instruction, school facilities and community school law.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “staff,” “organizational chart” and “sponsoring responsibilities.”

**FAILURE OF THE SPONSOR TO SUBMIT AN ORGANIZATIONAL CHART AND JOB DESCRIPTIONS THAT INDICATE A CLEAR STRUCTURE OF SPONSORING RESPONSIBILITIES WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
The sponsor’s submitted organizational chart and job descriptions indicate a clear structure of sponsoring responsibilities.	1-Point Requirements –and– Sponsoring responsibilities are designated to specific staff and contractors.	2-Point Requirements –and– The sponsor submitted evidence that at least one of its staff members has two or more years of sponsoring experience and that it has a staff member who is a licensed school treasurer or its equivalent –and– There is evidence that staff members have expertise in the areas of curriculum, instruction, assessment, special education, school accountability, school governance, and, as needed, English language learner instruction, school facilities and community school law.	3-Point Requirements –and– The sponsor submitted evidence that at least two staff members each have three or more years of experience in sponsoring community schools.

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

**A.06 Staff Development:** The sponsor makes evidence-based selections of professional development activities that align to sponsoring responsibilities for its staff members.

Key Indicators:

- The sponsor’s staff members regularly participate in professional development that is aligned to sponsoring responsibilities (e.g., compliance monitoring of current community school laws and rules; state and federal funding, including grants; educational programs; instructional delivery, including blended and online instruction; requirements of special education; governance; state assessments; health and safety).
- The sponsor collects and analyzes evidence (e.g., needs survey, details from staff résumés, goals from the strategic plan, school performance data, etc.) to select professional development activities for its staff members.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “sponsoring responsibilities,” “staff” and “data analysis.”

**FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF ITS STAFF PARTICIPATING IN PROFESSIONAL DEVELOPMENT WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
The sponsor submitted evidence that demonstrates at least one member of the sponsoring staff identified in standard A.05 of this rubric participated in at least one professional development session.	The sponsor submitted evidence that demonstrates a majority of the sponsoring staff identified in standard A.05 of this rubric participated in at least one professional development session prior to the second half of the review year.	2-Point Requirements –and– The professional development sessions attended align to sponsoring responsibilities.	3-Point Requirements –and– The sponsor submitted evidence that it collects and analyzes data or other documentation to select professional development activities for its staff that aligns to its strategic plan.

**NOTE: The entire body of submitted documentation may be taken into account during the review of this standard.**

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

**A.07 Allocation of Resources:** The sponsor has a budget commensurate with its sponsoring responsibilities and has a plan to allocate resources to support its priorities and the needs of its school(s).

Key Indicators:

- The budget demonstrates that revenues are sufficient for fulfilling sponsoring responsibilities.
- The sponsor’s fees and/or separate agreements do not include inducements, incentives or disincentives that compromise its judgment in approval and accountability decision-making.
- The sponsor’s budget includes a budget narrative that explicitly addresses how revenues and expenditures relate to and align with its sponsoring responsibilities.
- The sponsor conducts a needs assessment and data analysis to allocate resources that align with its strategic plan and to support school improvement and fulfill its responsibilities.
- The sponsor makes data-driven decisions regarding resource allocation based on its needs assessment.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “sponsoring responsibilities” and “budget narrative.”

**FAILURE OF THE SPONSOR TO SUBMIT A BUDGET THAT REFLECTS REVENUES AND EXPENDITURES THAT RELATE TO SPONSORING RESPONSIBILITIES WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The sponsor submitted a budget that reflects revenues and expenditures related to sponsoring</p> <p>–but–</p> <p>The sponsor's fees and/or separate agreements contain inducements, incentives or disincentives that may compromise its objective judgment.</p>	<p>The sponsor submitted a budget that reflects revenues and expenditures related to sponsoring</p> <p>–and–</p> <p>There is no evidence of the sponsor's fees and/or separate agreements creating a potential conflict of interest.</p>	<p>2-Point Requirements –and–</p> <p>The sponsor's budget reflects sufficient funds for fulfilling its sponsoring responsibilities</p> <p>–and–</p> <p>The sponsor's budget includes a budget narrative that explicitly addresses how revenues and expenditures relate to and align with its sponsoring responsibilities.</p>	<p>3-Point Requirements –and–</p> <p>The sponsor submitted evidence of implementing a needs assessment and conducting a data analysis for resource allocation<sup>5</sup> that aligns with its strategic plan and the needs of its sponsored schools</p> <p>–and–</p> <p>The sponsor submitted evidence of making data-driven decisions regarding resource allocation from its needs assessment.</p>

**NOTE:** The entire body of submitted documentation may be taken into account during the review of this standard.

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

<sup>5</sup> For the 2018-2019 Quality Review, sponsors must submit evidence of implementing a needs assessment and conducting a data analysis for resource allocation by March 1 in order to meet the 4-Point Requirements.

## B. Application Process and Decision-Making

**B.01 Application Process, Timeline and Directions:** For new community schools, replicators and schools seeking a change in sponsor, the sponsor uses a documented, systematic application process that includes a defined development timeline, clear directions, detailed guidance, defined evaluation criteria and an interview.

Key Indicators:

- The application and related guidance include the following documented components:
  - A timeline that allows for a planning stage of six months or more;
  - Directions on the content and format required;
  - Criteria used to evaluate the application;
  - An interview for final school applicants.
- The application is readily available to the public.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “guidance,” “planning stage,” “process” and “sponsoring priorities.”

**FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF A DOCUMENTED APPLICATION PROCESS AND A WRITTEN APPLICATION WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>There is a documented application process and a written application, which include one or fewer of the following:</p> <ul style="list-style-type: none"> <li>- A defined timeline.</li> <li>- Requirements for the submission of the application.</li> <li>- Criteria used to evaluate the application.</li> <li>- An interview of final applicants.</li> </ul>	<p>There is a documented application process and a written application, which include at least two of the following:</p> <ul style="list-style-type: none"> <li>- A defined timeline.</li> <li>- Requirements for the submission of the application.</li> <li>- Criteria used to evaluate the application.</li> <li>- An interview of final applicants.</li> </ul>	<p>There is a documented application process and a written application, which include <u>all</u> the following:</p> <ul style="list-style-type: none"> <li>- A defined timeline, which includes a planning stage of at least six months for new schools and replicators.</li> <li>- Requirements for the submission of the application.</li> <li>- Criteria used to evaluate the application.</li> <li>- An interview of final applicants.</li> <li>- Public availability on the organization’s website.</li> </ul>	<p>There is a documented, systematic application process and a written application, which include <u>all</u> the following:</p> <ul style="list-style-type: none"> <li>- A defined timeline, which includes a planning stage of at least nine months for new schools and replicators.</li> <li>- Prescriptive requirements for the submission of the application.</li> <li>- Prescriptive criteria used to evaluate the application.</li> <li>- Sponsoring priorities.</li> <li>- An interview of final applicants.</li> <li>- Public availability on the organization’s website.</li> </ul>

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

**B.02 Rigorous Criteria for New Schools:** The sponsor requires school applicants to describe seven areas of school planning and operations and to submit additional data and documents that sufficiently corroborate these plans.

Key Indicators:

- All school applicants must present information about the following:
  - Mission and vision;
  - Educational program;
  - Staffing plan;
  - Business plan;
  - Market research;
  - Governance and management structures;
  - Capacity to execute its plan.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “staffing plan,” “business plan” and “market research.”

**FAILURE OF THE SPONSOR TO SUBMIT A WRITTEN APPLICATION THAT REQUIRES SCHOOL APPLICANTS TO DESCRIBE AT LEAST ONE OF THE SEVEN ITEMS BELOW WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
The submitted application requires school applicants to describe <i>one or two</i> of the following: <ul style="list-style-type: none"> <li>- Mission and vision.</li> <li>- Education plan.</li> <li>- Staffing plan.</li> <li>- Business plan.</li> <li>- Market research.</li> <li>- Governance and management structures.</li> <li>- Capacity to execute its plan.</li> </ul>	The submitted application requires school applicants to describe <i>three or four</i> of the following: <ul style="list-style-type: none"> <li>- Mission and vision.</li> <li>- Education plan.</li> <li>- Staffing plan.</li> <li>- Business plan.</li> <li>- Market research.</li> <li>- Governance and management structures.</li> <li>- Capacity to execute its plan.</li> </ul>	The submitted application requires applicants to describe <i>five or six</i> of the following: <ul style="list-style-type: none"> <li>- Mission and vision.</li> <li>- Education plan.</li> <li>- Staffing plan.</li> <li>- Business plan.</li> <li>- Market research.</li> <li>- Governance and management structures.</li> <li>- Capacity to execute its plan.</li> </ul>	The submitted application requires applicants to describe <i>all</i> the following: <ul style="list-style-type: none"> <li>- Mission and vision.</li> <li>- Education plan.</li> <li>- Staffing plan.</li> <li>- Business plan.</li> <li>- Market research.</li> <li>- Governance and management structures.</li> <li>- Capacity to execute its plan.</li> </ul>

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

**B.03 Rigorous Criteria for Replicators and Schools Seeking a Change in Sponsor:** The sponsor requires potential replicators and schools seeking a change in sponsor to submit a written application. The sponsor considers academic, operational and fiscal data in addition to interviewing the applicant and its current sponsor.

Key Indicators:

- For replicators:
  - Sponsors review the following information:
    - Academic data;
    - Sponsor's compliance reports;
    - School's governing authority meeting minutes;
    - Financial records, including recent audits;
    - Business or growth plan and market research.
  - The sponsor also interviews both the applicant and applicant's current sponsor.
  
- For schools seeking a change in sponsor:
  - Sponsors review the following information:
    - Academic data;
    - Sponsor's compliance reports;
    - School's governing authority meeting minutes;
    - Financial records, including recent audits;
    - Information about how it has remedied any deficiency cited by the current sponsor.
  - The sponsor also interviews both the applicant and the applicant's current sponsor.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “process” and “deficiency.”

**FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF BOTH AN APPLICATION REVIEW PROCESS AND A WRITTEN APPLICATION FOR SCHOOLS SEEKING TO REPLICATE OR SCHOOLS SEEKING A CHANGE IN SPONSOR WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The sponsor submitted evidence of both an application review process and a written application for potential school replicators <i>or</i> schools seeking a change in sponsor.</p>	<p>The sponsor submitted evidence of both an application review process and a written application for potential school replicators <i>and</i> schools seeking a change in sponsor.</p>	<p>2-Point Requirements –and–</p> <p>The application process for replicators and schools seeking a change in sponsor includes a review of all the following:</p> <ul style="list-style-type: none"> <li>- Academic data.</li> <li>- Sponsor's compliance reports.</li> <li>- Financial records</li> <li>- Recent audit reports</li> <li>- For replicators: a business or growth plan and market research.</li> <li>- For schools seeking a change in sponsor: any deficiencies cited by the current sponsor, along with the school's remedies.</li> </ul>	<p>3-Point Requirements –and–</p> <p>The sponsor's submitted review process includes interviewing the current sponsor of the applicant</p> <p>–and–</p> <p>The sponsor's submitted review process includes interviewing the school applicant.</p>

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor's practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

**B.04 Reviewer Expertise:** For new community schools, replicators, schools seeking a change in sponsor and schools seeking to renew, the sponsor has an application review team with sufficient expertise and sponsoring experience to make informed application decisions.

Key Indicators:

- The sponsor's application review team is comprised of multiple reviewers, including external sources when there are not enough sponsor staff members who are available and/or possess the necessary expertise.
- Résumés and/or bios demonstrate that at least one application reviewer has several years of community school and/or sponsoring experience.
- The sponsor's review team has expertise in the four main areas of school planning and operations: education plan, governance, finance and accountability. If an application includes an area of specialization (e.g., career-technical program, dropout recovery program), at least one reviewer has expertise in that area.

**FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF HAVING AT LEAST THREE APPLICATION REVIEWERS WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
The sponsor submitted evidence of having at least three application reviewers.	1-Point Requirements –and– The sponsor has at least one reviewer with one or more years of community school and/or sponsoring experience –and– Reviewers have expertise in at least two of the four listed areas of school planning and operations: Education plan Governance Finance Accountability	2-Point Requirements –and– The sponsor has at least one reviewer with two or more years of community school and/or sponsoring experience –and– Reviewers have expertise in all four of the listed areas of school planning and operations: Education plan Governance Finance Accountability –and– If the sponsor receives an application that proposes an area of specialization, at least one reviewer has expertise in that area.	3-Point Requirements –and– The sponsor has at least two reviewers with three or more years of experience in sponsoring community schools.

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor's practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

**SPONSORS THAT WERE NOT ELIGIBLE TO RECEIVE APPLICATIONS DURING THE 2017-2018 SCHOOL YEAR MUST UPLOAD A MEMO STATING THAT THE STANDARD IS NOT APPLICABLE AND WHY. THE DEPARTMENT MAY SUPPLY THE EVALUATION TEAM WITH CORROBORATING INFORMATION.**

- Evaluators: Check this box if the sponsor was not eligible to receive applications during the 2017-2018 school year. Such sponsors are not evaluated on this standard.

**B.05 Reviewer Protocols:** For new community schools, replicators and schools seeking a change in sponsor<sup>6</sup>, reviewers carefully and consistently examine application materials.

Key Indicators:

- The sponsor has specific protocols for evaluating applications that include a rubric with selection criteria.
- The rubric identifies the lowest possible points that an applicant can earn to receive a preliminary agreement.
- The protocols require each reviewer to individually score and document the rating for each selection criteria.
- Reviewers are trained on the protocols and rubric prior to reviewing applications.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “protocol” and “rubric.”

**FAILURE OF THE SPONSOR TO SUBMIT PROTOCOLS FOR EVALUATING APPLICATIONS OR EVIDENCE THAT REVIEWERS RECEIVE TRAINING ON THE PROTOCOLS WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The sponsor submitted evidence of written protocols for evaluating applications</p> <p>–or–</p> <p>There is some evidence that reviewers receive training on the protocols.</p>	<p>The sponsor submitted evidence of written protocols for evaluating and scoring individual application criteria that align with the application requirements</p> <p>–and–</p> <p>There is some evidence that reviewers receive training on the protocols.</p>	<p>2-Point Requirements –and–</p> <p>The sponsor submitted written protocols for evaluating applications that include a rubric for all selection criteria</p> <p>–and–</p> <p>The sponsor's rubric includes a “cut score” that identifies the lowest possible points that an applicant can earn to receive a preliminary agreement</p> <p>–and–</p> <p>New reviewers receive training on the protocols and rubric.</p>	<p>3-Point Requirements –and–</p> <p>The sponsor submitted evidence that it requires each reviewer to individually score and document the rating for each selection criteria</p> <p>–and–</p> <p>All reviewers receive training on the protocols and rubric annually, which includes reviewer calibration.</p>

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

**SPONSORS THAT DID NOT RECEIVE ANY APPLICATIONS DURING THE 2017-2018 SCHOOL YEAR MUST UPLOAD A MEMO STATING THAT A PORTION OF THE STANDARD IS NOT APPLICABLE AND WHY. THE DEPARTMENT MAY SUPPLY THE EVALUATION TEAM WITH CORROBORATING INFORMATION.**

- Evaluators: Check this box if the sponsor did not receive any applications during the 2017-2018 school year. Such sponsors are evaluated only on the application review protocols portion of this standard and not evaluated on the training portion.

<sup>6</sup> For the 2018-2019 Quality Review, standard E.06, Renewal Application Reviewer Protocols, will be added to the rubric under the Termination and Renewal Decision-Making section.

**B.06 Rigorous Decision-Making:** For new community schools, replicators and schools seeking a change in sponsor, the sponsor approves only those applicants that meet an approval threshold of at least 75 percent of possible points.

Key Indicators:

- Reviewers document evidence to support whether the applicant meets the selection criteria.
- The sponsor approves only those applicants that earn at least 75 percent of possible points.
- The sponsor’s staff provides evidence-based recommendations to the sponsor’s board regarding application decisions.

**FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF REVIEWING THE APPLICATIONS OF SCHOOLS THAT WERE GIVEN PRELIMINARY AGREEMENTS DURING THE REVIEW YEAR WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The documentation submitted by the sponsor demonstrates reviewers do not cite evidence to support whether the applicant meets the selection criteria</p> <p>–or–</p> <p>Sponsor submitted evidence that at least one school applicant receiving a preliminary agreement earned fewer than 50 percent of possible points.</p>	<p>The documentation submitted by the sponsor demonstrates reviewers cite some evidence to support whether the applicant meets the selection criteria</p> <p>–or–</p> <p>Sponsor submitted evidence that all school applicants receiving a preliminary agreement earned at least 50 percent of possible points.</p>	<p>The documentation submitted by the sponsor demonstrates reviewers cite evidence to support whether the applicant meets <i>each</i> selection criterion</p> <p>–and–</p> <p>Sponsor submitted evidence that all school applicants receiving a preliminary agreement earned at least 66 percent of possible points or the equivalent.<sup>7</sup></p>	<p>The documentation submitted by the sponsor demonstrates reviewers cite evidence to support whether the applicant meets <i>each</i> selection criterion</p> <p>–and–</p> <p>Sponsor submitted evidence that all school applicants receiving a preliminary agreement earned at least 75 percent of possible points</p> <p>–and–</p> <p>The sponsor submitted evidence that its staff provides evidence-based recommendations to the sponsor’s board regarding application decisions.</p>

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

**SPONSORS THAT DID NOT RECEIVE ANY APPLICATIONS DURING THE 2017-2018 SCHOOL YEAR MUST UPLOAD A MEMO STATING THAT THE STANDARD IS NOT APPLICABLE AND WHY. THE DEPARTMENT MAY SUPPLY THE EVALUATION TEAM WITH CORROBORATING INFORMATION.**

- Evaluators: Check this box if the sponsor did not receive any applications during the 2017-2018 school year. Such sponsors are not evaluated on this standard.

<sup>7</sup> For the 2018-2019 Quality Review, the option to demonstrate an equivalent score will not be available. Successful applicants will meet the 66% point level requirement in order to earn three points.

## C. Performance Contracting

**C.01 Contract Performance Measures:** The sponsor’s contracts include a performance framework that defines each school’s expected academic, financial and organizational/operational outcomes with clear, measurable and inclusive targets.

Key Indicators:

- Contracts include all applicable measures of student performance included on the state report card with specific annual and over-the-contract-term metrics and targets for each measure.
- Contracts include additional applicable academic and non-academic measures of student performance with annual and over-the-contract-term metrics and targets (e.g., student performance on other valid and reliable assessments, student engagement, student discipline, attendance and postsecondary outcomes).
- Contracts include both annual and over-the-contract-term measures, metrics and targets for individual student subgroups.
- Contracts include goals with both annual and over-the-contract-term measures, metrics and targets that compare the school’s performance to other schools (e.g., schools serving similar populations, schools in the same geographic region, statewide community schools) and mission-specific performance measures.
- Contracts include financial and organizational/operational goals, measures, metrics and targets.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “performance framework,” “measures,” “metrics,” “organizational/operational,” “targets” and “ratings.”

**FAILURE OF THE MAJORITY OF THE SPONSOR’S REVIEWED CONTRACTS TO CONTAIN A PERFORMANCE FRAMEWORK THAT INCLUDES ALL APPLICABLE ACADEMIC PERFORMANCE MEASURES INCLUDED ON THE STATE REPORT CARD WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The majority of reviewed contracts include all applicable state performance measures<sup>9</sup> included on the state report card</p> <p>–but–</p> <p>The majority of reviewed contracts do not include financial and organizational/operational performance measures.</p>	<p>All reviewed contracts include <u>all</u> applicable state report card measures<sup>9</sup></p> <p>–and–</p> <p>All reviewed contracts include financial and organizational/operational performance measures.</p>	<p>2-Point Requirements –and–</p> <p>All reviewed contracts include specific metrics and targets for all applicable state report card measures of student performance</p> <p>–and–</p> <p>All reviewed contracts include mission-specific performance measures<sup>10</sup></p> <p>–and–</p> <p>All reviewed contracts include specific metrics and targets for financial and organizational/operational performance measures.</p>	<p>3-Point Requirements –and–</p> <p>All reviewed contracts include targets that compare the school’s student performance to the state, schools serving similar populations or schools in the same geographic area</p> <p>–and–</p> <p>All reviewed contracts include both annual and over-the-contract-term metrics and targets for all applicable academic, financial and organizational/operational measures.</p>

**Optional:** The sponsor may enter a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard in the Narrative field of this standard in Epicenter. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

<sup>8</sup> For the 2018-2019 Quality Review, contracts should address all state report card measures and indicators.

<sup>9</sup> For the 2018-2019 Quality Review, all reviewed contracts should include mission-specific performance measures and targets.

<sup>10</sup> For the 2018-2019 Quality Review, “all reviewed contracts for schools should include additional measures and targets, beyond the Gap Closing, for applicable student subgroups” requirement will be added to the 3-Point Requirements.

**C.02 Contract Terms for Renewal and Non-Renewal:** The sponsor specifies the terms and process for renewal in each school’s contract, including a high-stakes review.

Key Indicators:

- Contracts specify a required high-stakes review to take place prior to contract renewal or at least every five years (whichever comes first).
- Contracts have a renewal process that includes a performance framework defining the measures, metrics and targets for renewal beyond those listed in [Ohio Revised Code 3314.03\(A\)\(4\)](#) and [ORC 3314.07\(B\)\(1\) through \(4\)](#).

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “high-stakes review,” “performance framework,” “process,” “measures,” “metrics” and “targets.”

**FAILURE OF THE SPONSOR’S REVIEWED CONTRACTS TO SPECIFY REQUIRED HIGH-STAKES REVIEWS AND TO CONTAIN TERMS AND CONDITIONS REQUIRED OF SCHOOLS FOR CONTRACT RENEWAL WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The majority of reviewed contracts do not specify a high-stakes review to take place prior to renewal</p> <p>–or–</p> <p>The majority of reviewed contracts do not include a performance framework that defines the measures, metrics and targets required of schools for contract renewal.</p>	<p>The majority of reviewed contracts specify a high-stakes review to take place prior to renewal</p> <p>–or–</p> <p>The majority of reviewed contracts includes a performance framework that defines the measures, metrics and targets required of schools for contract renewal.</p>	<p>All reviewed contracts specify a high-stakes review to take place prior to renewal</p> <p>–or–</p> <p>All reviewed contracts include a performance framework that defines the measures, metrics and targets required of schools for contract renewal.</p>	<p>All reviewed contracts specify a high-stakes review to take place prior to renewal</p> <p>–and–</p> <p>All reviewed contracts include a performance framework that defines the measures, metrics and targets required of schools for contract renewal</p> <p>–and–</p> <p>All reviewed contracts define a process for renewal.</p>

**Optional:** The sponsor may enter a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard in the Narrative field of this standard in Epicenter. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

**C.03 Contract Amendment and Updates:** The sponsor updates its contract language to ensure consistency with changes in law, and performance measures are updated annually to support higher achievement.

Key Indicators

- The sponsor’s reviewed contracts include language regarding the conditions for amendment or modifications.
- The sponsor has a policy and process to review changes in federal and/or state law to determine the need for contract modifications.
- The sponsor has a policy and process to review school data and changes to Ohio’s accountability system to determine the need for modifications to the contract performance measures.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “policy” and “process.”

**FAILURE OF THE SPONSOR’S REVIEWED CONTRACTS TO INCLUDE CONDITIONS FOR AMENDMENT OR MODIFICATIONS WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The reviewed contracts include language regarding the conditions for amendment or modifications</p> <p>–but–</p> <p>The sponsor did not submit evidence of a policy and process to review changes in federal and/or state law to determine the need for contract modifications.</p>	<p>The reviewed contracts include language regarding the conditions for amendment or modifications</p> <p>–and–</p> <p>The sponsor submitted evidence of a policy and process to review changes in federal and/or state law to determine the need for contract modifications.</p>	<p>2-Point Requirements –and–</p> <p>The sponsor submitted evidence that it reviewed school data and Ohio's accountability system for the selected schools to determine the need for modifications to the contract.</p>	<p>3-Point Requirements –and–</p> <p>The sponsor submitted evidence of updating its contract template for the selected schools based on changes in federal and/or state law and its review of school data and Ohio's accountability system.</p> <p>–or–</p> <p>The sponsor submitted evidence that its review of federal and/or state law, school data and Ohio's accountability system for the selected schools did not require contract modifications during the review period.</p>

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

## D. Oversight and Evaluation

**D.01 Oversight Transparency:** The sponsor’s oversight and evaluation processes are transparent, and the sponsor shares how it will monitor academic, operational and financial performance.

Key Indicators:

- The sponsor has documented processes for its oversight and evaluation systems.
- The sponsor proactively communicates its timelines related to its systems for oversight and evaluation and for gathering school performance, compliance and fiscal data.
- The sponsor defines its processes for oversight and evaluation through its contract with its community school(s) and separate documented guidance.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “guidance,” “policy” and “process.”

**FAILURE OF THE SPONSOR TO SUBMIT ANY DOCUMENTED POLICIES AND PROCESSES FOR ITS OVERSIGHT AND EVALUATION SYSTEM WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
The sponsor submitted at least one documented policy and process for its oversight and evaluation system, but there is no evidence that this information was shared with the sponsor’s school(s).	1-Point Requirements –and– The sponsor submitted evidence of communicating in advance its timelines related to its systems for oversight and evaluation.	2-Point Requirements –and– The sponsor submitted evidence of defining its processes for oversight and evaluation through its contracts and documented guidance.	3-Point Requirements –and– The sponsor submitted evidence of communicating the process, methods and timing of gathering and reporting school performance and compliance data.

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

**D.02 Enrollment and Financial Reviews:** The sponsor reviews and provides feedback on the enrollment and financial records of each school monthly.

Key Indicators:

- The sponsor reviews the enrollment and financial records of each school monthly.
- The sponsor has policies and processes in place for conducting enrollment and financial reviews.
- The sponsor provides written feedback to the school following each month’s reviews, including proactive recommendations to improve the governing authority’s decision-making.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “policy” and “process.”

**FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF CONDUCTING AN ENROLLMENT REVIEW AND A FINANCIAL REVIEW FOR AT LEAST ONE OF ITS SELECTED SCHOOLS WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The sponsor submitted evidence of conducting monthly enrollment reviews and monthly financial reviews</p> <p>–but–</p> <p>The sponsor did not submit evidence of providing feedback to its school(s) after conducting such reviews.</p>	<p>The sponsor submitted evidence of conducting monthly enrollment reviews and monthly financial reviews</p> <p>–and–</p> <p>The sponsor submitted evidence of providing feedback to its school(s) after conducting such reviews.</p>	<p>2-Point Requirements –and–</p> <p>The sponsor submitted at least six examples of financial review results and six examples of enrollment review results for each selected school</p> <p>–and–</p> <p>The sponsor submitted detailed policies and processes for conducting enrollment and financial reviews.</p>	<p>3-Point Requirements –and–</p> <p>The financial reviews include budget ledgers and transaction detail reports and at least one includes a review of the five-year forecast</p> <p>–and–</p> <p>When a review indicates areas of financial concern, including but not limited to enrollment, revenue and expense fluctuations, the sponsor makes proactive recommendations to the school’s governing authority regarding financial and enrollment decision-making.</p>

**Note:** The sponsor must submit evidence for a specific set of its sponsored schools that was randomly selected by the vendor. The list includes at least one of each type of sponsored school (i.e., e-schools, DOPR schools, etc.). All sponsors received a list of the selected schools, and the list is available to sponsors in Epicenter.

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

**D.03 Onsite Visits:** The sponsor conducts onsite reviews at least twice per year while school is in session, which includes an examination of the school’s compliance with all applicable laws, rules, contractual obligations and academic performance measures.

Key Indicators:

- The sponsor collects data on the school's compliance with all applicable laws, rules, contractual obligations and academic performance measures.
- The sponsor collects data from a variety of school employees and/or other stakeholders (e.g., the school's governing authority members, students, parents, staff, management company staff, etc.) during onsite reviews.
- Onsite visit protocols explain the goal of the visits and prescribe strict adherence to a specific set of actions (i.e., procedures for data collection and their sources, types of data, observation and interview guidance and observation and interview instruments) for conducting onsite reviews.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “guidance” and “protocol.”

**FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF HAVING CONDUCTED AT LEAST TWO ONSITE REVIEWS (BEYOND THE MONTHLY ENROLLMENT AND FINANCIAL REVIEWS) FOR EACH SELECTED SCHOOL<sup>11</sup> WHILE SCHOOL IS IN SESSION WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The sponsor submitted evidence of having conducted at least two onsite reviews (beyond the monthly enrollment and financial reviews)<sup>12</sup> while school is in session for all selected schools regarding the school's compliance with all applicable laws, rules, contractual obligations and academic performance measures</p> <p>–and–</p> <p>During the onsite review, data are collected from a school employee on the day of the review.</p>	<p>1-Point Requirements –and–</p> <p>The sponsor submitted evidence of an onsite visit protocol.</p>	<p>2-Point Requirements –and–</p> <p>The sponsor submitted evidence that it collects data from school employees, including at least one administrator and a sample of instructors<sup>13</sup></p> <p>–and–</p> <p>The submitted onsite visit protocol includes observation guidelines and specifies how interviews will be conducted.</p>	<p>3-Point Requirements –and–</p> <p>The sponsor submitted evidence that it collects data from at least three stakeholder groups (e.g., the school's governing authority members, students, parents, staff, management company staff, etc.) over the course of the review year.</p>

**Note:** The sponsor must submit evidence for a specific set of its sponsored schools, which was randomly selected by the vendor. The list includes at least one of each type of sponsored school (i.e. e-schools, DOPR schools, etc.). All sponsors received a list of the selected schools and the list is available to sponsors in Epicenter.

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor's practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

<sup>11</sup> For the 2018-2019 Quality Review, at least two onsite reviews must be completed at least three months apart.

<sup>12</sup> For the 2018-2019 Quality Review, at least two onsite reviews must be completed at least three months apart.

<sup>13</sup> For the 2018-2019 Quality Review, the sponsor must collect data from school employees, including at least one administrator and a sample of instructors at each onsite review.

**D.04 Site Visit Reports:** The sponsor provides its school(s) with a report after each site visit, conducted at least twice<sup>14</sup> while school is in session, and it follows up with schools regarding any areas needing improvement.

Key Indicators:

- The sponsor provides all schools with a written report following each onsite review conducted while school is in session that includes the information collected during the site visit, a summary of findings, areas needing improvement and areas of strength.
- If the sponsor identifies areas needing improvement, it specifies the steps or timeframes for doing so and requests and reviews relevant status updates from the school.

**FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF PROVIDING ITS SCHOOL(S) WITH A SITE VISIT REPORT CONDUCTED WHILE SCHOOL IS IN SESSION WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
The sponsor submitted at least one instance of providing its school(s) with a report (beyond the monthly financial and enrollment review reports) following onsite reviews conducted while school is in session regarding the school's compliance with all applicable laws, rules, contractual obligations and academic performance measures.	The sponsor submitted evidence of providing each selected school with a report (beyond the monthly financial and enrollment review reports) following each of two onsite reviews conducted while school is in session <sup>15</sup> regarding the school's compliance with all applicable laws, rules, contractual obligations and academic performance measures –and– If the sponsor identifies an area needing improvement, the report cites that the school must take action.	2-Point Requirements –and– Each submitted report includes the information collected, a summary of findings and, if applicable, areas needing improvement. –and– If the sponsor identifies an area needing improvement, it specifies the steps or timeframes for doing so and requests and reviews status updates from the school regarding its progress in the area.	3-Point Requirements –and– Each submitted report recognizes each school's areas of strength.

**Note:** The sponsor must submit evidence for a specific set of its sponsored schools, with a minimum of two reports per selected school. The set was randomly selected by the vendor and includes at least one of each type of sponsored school (i.e., e-schools, DOPR schools, etc.). All sponsors received a list of the selected schools, and the list is available to sponsors in Epicenter.

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor's practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

<sup>14</sup> For the 2018-2019 Quality Review, the sponsor provides its school(s) with a report after each site visit, conducted at least twice and three months apart, while school is in session, and it follows up with schools regarding any areas needing improvement.

<sup>15</sup> For the 2018-2019 Quality Review, the sponsor must submit evidence of providing each selected school with a report (beyond the monthly financial and enrollment review reports) following each of two onsite reviews conducted while school is in session and at least three months apart regarding the school's compliance with all applicable laws, rules, contractual obligations and academic performance measures for the 2-Point Requirements column.

**D.05 Performance Monitoring:** The sponsor reviews each school's academic, financial and organizational/operational performance annually using data related to the terms in each school's performance framework.

Key Indicators:

- The sponsor evaluates each school's academic, financial and organizational/operational performance against the performance framework metrics and targets in its contract.
- Throughout the year, the sponsor collects data related to academic, financial and organizational/operational performance of the school.
- The sponsor analyzes the data collected against the school's contractual targets.
- The sponsor evaluates the overall performance of the school based on the outcomes of its data analysis.
- The sponsor analyzes multiple years of academic, financial and organizational/operational data when evaluating the overall performance of the school.
- The sponsor uses its analysis and evaluation of the data to determine subsequent actions required of its school (e.g., corrective action, intervention, professional development, contract termination, contract renewal, etc.).

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of "performance framework," "metrics," "organizational/operational," "targets" and "data analysis."

**FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF COLLECTING DATA RELATED TO ALL APPLICABLE CONTRACTUAL ACADEMIC, FINANCIAL AND ORGANIZATIONAL/OPERATIONAL MEASURES FOR AT LEAST ONE SCHOOL YEAR FOR THE MAJORITY OF SCHOOLS SELECTED FOR REVIEW WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The sponsor submitted evidence of collecting data related to all applicable contractual academic, financial and organizational/operational measures for at least one school year for the majority of selected schools.</p> <p>–and–</p> <p>The sponsor submitted evidence of conducting a review of the performance framework (i.e., academic, financial and organizational/operational) for at least one school year for the majority of its selected schools during the review year.</p>	<p>1-Point Requirements –and–</p> <p>The sponsor submitted evidence of analyzing the data collected against contractual targets.</p>	<p>2-Point Requirements –and–</p> <p>The sponsor submitted evidence of evaluating the overall performance of the schools based on the outcomes of the data analysis</p> <p>–and–</p> <p>The data analysis and evaluation include multiple years.</p>	<p>3-Point Requirements –and–</p> <p>The sponsor submitted evidence of using its analysis and evaluation of the data to determine the subsequent actions required of its schools.</p>

**Note:** The sponsor must submit evidence for a specific set of its sponsored schools that was randomly selected by the vendor. The list includes at least one of each type of sponsored school (i.e., e-schools, DOPR schools, etc.). All sponsors received a list of the selected schools, and the list is available to sponsors in Epicenter.

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor's practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

**D.06 Intervention:** The sponsor defines its systems for intervention and corrective action, and it intervenes when a school violates the contract and/or is academically, financially or organizationally/operationally deficient.

Key Indicators:

- The sponsor’s contracts include statutorily required language regarding intervention.
- The sponsor has an intervention policy that includes the conditions that may trigger intervention and corrective action, steps for investigating the deficiency, steps and actions for intervention, progress monitoring, timeframes and consequences.
- The sponsor has a process for identifying conditions that may trigger intervention that aligns with its sponsoring responsibilities and for resolving issues to avoid possible actions and consequences apart from statutorily required language.
- If the school violates the contract and/or is academically, financially or organizationally/operationally deficient, the sponsor intervenes.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “guidance,” “intervention policy,” “sponsoring responsibilities,” “organizational/operational,” “deficiency” and “process.”

**FAILURE OF THE SPONSOR’S REVIEWED CONTRACT(S) TO STATE ITS RESPONSIBILITY TO INTERVENE AS REQUIRED BY ORC 3314.023(E) OR IDENTIFICATION OF AN UNADDRESSED DEFICIENCY (I.E., CONTRACT VIOLATION, ACADEMIC, FINANCIAL OR ORGANIZATIONAL/OPERATIONAL, ETC.) WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The sponsor’s reviewed contract(s) state its responsibility to intervene as required by ORC 3314.023(E)</p> <p>–and–</p> <p>The sponsor’s submitted evidence that it communicated with its schools, apart from the contract, through separate guidance, the conditions that may trigger intervention and corrective action</p> <p>–and–</p> <p>There is no evidence of an unaddressed deficiency (i.e., contract violation, academic, financial and/or organizational/operational).</p>	<p>1-Point Requirements –and–</p> <p>The sponsor submitted evidence of an intervention policy that describes the conditions that may trigger intervention and corrective action, the steps and actions it will take to intervene, the means for monitoring and measuring the school’s progress to resolve the deficiency, the establishment of timeframes to progress monitor and deadlines for resolving the deficiency and the consequences for not resolving the deficiency</p> <p>–and–</p> <p>The sponsor submitted evidence that it communicates its intervention policy with its schools.</p>	<p>2-Point Requirements –and–</p> <p>The sponsor submitted evidence of a process for identifying the conditions triggering intervention that aligns with and includes its sponsoring responsibilities (i.e., enrollment and financial reviews, onsite visits, site visit reports and annual performance monitoring)</p> <p>–and–</p> <p>The sponsor submitted evidence that when a school contract violation and/or performance deficiency is identified, the sponsor specifies the steps and timeframes for resolving the deficiency</p> <p>–and–</p> <p>The sponsor submitted evidence that it requests and reviews status updates from the school regarding its progress in resolving the deficiency.</p>	<p>3-Point Requirements –and–</p> <p>The sponsor’s policy includes an investigation of the deficiency and its process includes procedures for investigating and documenting conditions that may trigger intervention and corrective action (i.e., contract violations, performance deficiencies, complaints, etc.)</p> <p>–and–</p> <p>The sponsor submitted evidence that it follows the steps and actions specified in its process when its school(s) does not make progress in resolving its identified deficiencies.</p>

**NOTE:** The entire body of submitted documentation may be taken into account during the review of this standard.

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

**D.07 Annual Performance Reports:** The sponsor annually provides reports to its school(s) that summarize academic, fiscal and organizational/operational performance.

Key Indicators:

- The sponsor annually provides each school with a cumulative report that summarizes the school's academic record over the contract term against the performance framework.
- The sponsor annually provides each school with a report summarizing its fiscal and organizational/operational performance to date against the terms of the contract.
- The sponsor's annual performance reports identify areas of strength and areas for improvement for each school.
- The sponsor directly informs each school's governing authority about its school's performance.
- The sponsor's annual performance reports state the school's prospects for renewal.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of "organizational/operational" and "performance framework."

**FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF PROVIDING ITS SCHOOL(S) WITH REPORTS REGARDING THE SCHOOL'S ACADEMIC, FISCAL AND ORGANIZATIONAL/OPERATIONAL PERFORMANCE WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The sponsor submitted evidence that it provides its school(s) with a report regarding the school's academic, fiscal and organizational/operational performance that is broad in nature.</p>	<p>The sponsor submitted evidence that it provides each of its schools with an annual report for the most recently completed school year that summarizes the school's academic, fiscal and organizational/operational performance.</p>	<p>2-Point Requirements –and–</p> <p>The sponsor submitted evidence that it provides each of its schools with an annual report that relates the school's performance against the performance framework in its contract</p> <p>–and–</p> <p>The sponsor's annual performance report on its school(s) includes multiple years of performance data.</p>	<p>3-Point Requirements –and–</p> <p>The sponsor's submitted annual performance reports identify areas of strength and areas for improvement</p> <p>–and–</p> <p>The sponsor's annual performance reports summarize the school's performance over the contract term and states the school's prospects for renewal</p> <p>–and–</p> <p>The sponsor submitted evidence that it communicates and discusses the annual report and prospects for renewal with the school's governing authority.</p>

**Note:** The sponsor must submit evidence for a specific set of its sponsored schools that was randomly selected by the vendor. The list includes at least one of each type of sponsored school (i.e., e-schools, DOPR schools, etc.). All sponsors received a list of the selected schools, and the list is available to sponsors in Epicenter.

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor's practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

## E. Termination and Renewal Decision-Making

**E.01 Renewal Application:** The sponsor clearly communicates its renewal application process and defines criteria used to evaluate the application, which include multiple sources of evidence.

Key Indicators:

- The sponsor requires all schools seeking renewal to apply through a renewal application.
- The criteria for renewal are transparent and specific.
- The criteria for renewal include multiple sources of evidence (e.g., multiple years of student achievement, multiple measures of student achievement, financial audits and/or site visit and compliance reports).

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “process,” “performance framework” and “rubric.”

**FAILURE OF THE SPONSOR TO SUBMIT A RENEWAL APPLICATION THAT REQUIRES RENEWAL APPLICANTS TO SUBMIT AT LEAST ONE OF THE ITEMS LISTED UNDER THE 1-POINT REQUIREMENTS BELOW WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The sponsor submitted evidence of a documented renewal application process<sup>16</sup>, which includes <i>one or two</i> of the following<sup>17</sup>:</p> <ul style="list-style-type: none"> <li>- A defined timeline.</li> <li>- Criteria used to evaluate the application.</li> <li>- Review of the school's most recent state report card.</li> <li>- Review of recent financial audits.</li> <li>- Review of recent compliance monitoring reports.</li> </ul>	<p>The sponsor submitted evidence of a documented renewal application process, which includes <i>at least three</i> of the following<sup>18</sup>:</p> <ul style="list-style-type: none"> <li>- A defined timeline.</li> <li>- Criteria used to evaluate the application.</li> <li>- Review of the school's most recent state report card.</li> <li>- Review of recent financial audits.</li> <li>- Review of recent compliance monitoring reports.</li> </ul>	<p>The sponsor submitted evidence of a documented renewal application process, which includes:</p> <ul style="list-style-type: none"> <li>- A defined timeline.</li> <li>- Criteria used to evaluate the application<sup>19</sup>.</li> <li>–and–</li> </ul> <p>The application includes <i>at least three</i> of the following<sup>20</sup>:</p> <ul style="list-style-type: none"> <li>- Multiple years of student achievement.</li> <li>- Multiple measures of student achievement.</li> <li>- Financial audits.</li> <li>- Site visit reports and/or other compliance reports.</li> </ul>	<p>The sponsor submitted evidence of a documented, systematic renewal application process, which includes <u>all</u> the following<sup>21</sup>:</p> <ul style="list-style-type: none"> <li>- A defined timeline.</li> <li>- Criteria used to evaluate the application.</li> <li>- Multiple years of student achievement.</li> <li>- Multiple measures of student achievement.</li> <li>- Financial audits.</li> <li>- Site visit reports and/or other compliance reports.</li> <li>- If applicable, status reports on corrective action plans or other required interventions.</li> </ul>

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

<sup>16</sup> For the 2018-2019 Quality Review, sponsors must submit evidence of a documented renewal process and a written renewal application to meet the 1-Point, 2-Point, 3-Point and 4-Point Requirements.

<sup>17</sup> For the 2018-2019 Quality Review, “scoring rubric used to evaluate the application” and “posted to its website” will be added to list showing on the 1-Point Requirements.

<sup>18</sup> For the 2018-2019 Quality Review, “scoring rubric used to evaluate the application” and “posted to its website” will be added to list showing on the 2-Point Requirements.

<sup>19</sup> For the 2018-2019 Quality Review, “scoring rubric used to evaluate the application that includes an evaluation of the high-stake review results that align to the performance framework in the contract” and “posted to its website” will be required to meet the 3-Point Requirements.

<sup>20</sup> For the 2018-2019 Quality Review, “status reports on corrective action plans or other required interventions” and “training for application reviewers” will be added to the list showing on the 3-Point Requirements.

<sup>21</sup> For the 2018-2019 Quality Review, “scoring rubric used to evaluate the application that includes an evaluation of the high-stake review results that align to the performance framework in the contract,” “posted to its website,” “status reports on corrective action plans or other required interventions” and “training for application reviewers” will be added and required by sponsors to meet the 4-Point Requirements.

**E.02 Renewal and Non-Renewal Decisions:** The sponsor makes evidence-based renewal decisions.

Key Indicators:

- The sponsor grants renewal only to schools that are fiscally and operationally viable, have achieved their contractual academic standards and are faithful to the terms of the contract.
- The sponsor documents evidence to support whether the schools meet the criteria for renewal.
- The sponsor’s staff provide evidence-based recommendations to the sponsor’s board regarding renewal decisions.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “process,” “rubric” and “target.”

**FAILURE OF THE SPONSOR TO SUBMIT BOARD MINUTES AS EVIDENCE OF ITS RENEWAL DECISION-MAKING PROCESS FOR ANY SCHOOL THAT WAS UP FOR RENEWAL DURING THE REVIEW YEAR WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The sponsor submitted board minutes as evidence of the renewal decision-making process but did not submit evidence of that decision being informed by either a completed renewal application or school performance data.</p>	<p>The sponsor submitted evidence that it required all schools up for renewal to submit applications but granted renewal to one or more schools for which any of the following was true:</p> <ul style="list-style-type: none"> <li>- Failed to meet the academic achievement targets in their contract.</li> <li>- Failed to remedy documented issues of fiscal or operational viability.</li> <li>- Unresolved non-compliance with one or more laws or terms of the contract.</li> </ul>	<p>The sponsor submitted evidence that it granted renewal only to schools that are fiscally and operationally viable and meet <i>one</i><sup>22</sup> of the following:</p> <ul style="list-style-type: none"> <li>- Achieve the academic achievement targets in their contract.</li> <li>- Are faithful to the terms of their contract.</li> </ul> <p>–and–</p> <p>The sponsor submitted evidence that its staff provides evidence-based recommendations to the sponsor’s board regarding renewal decisions.<sup>23</sup></p>	<p>The sponsor submitted evidence that it granted renewal only to schools that are fiscally and operationally viable and meet <i>both</i> of the following:</p> <ul style="list-style-type: none"> <li>- Achieve their contractual academic standards.</li> <li>- Are faithful to the terms of their contracts.</li> </ul> <p>–and–</p> <p>The sponsor submitted evidence that its staff provides evidence-based recommendations to the sponsor’s board regarding renewal decisions.<sup>24</sup></p>

**NOTE: The entire body of submitted documentation may be taken into account during the review of this standard.**

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

**SPONSORS THAT DID NOT HAVE ANY SCHOOLS UP FOR RENEWAL DURING THE 2017-2018 SCHOOL YEAR MUST UPLOAD A MEMO STATING THAT THE STANDARD IS NOT APPLICABLE AND WHY. THE DEPARTMENT MAY SUPPLY THE EVALUATION TEAM WITH CORROBORATING INFORMATION.**

Evaluators: Check this box if the sponsor did not have any schools up for renewal during the 2017-2018 school year. Such sponsors are not evaluated on this standard.

<sup>22</sup> For the 2018-2019 Quality Review, the sponsor must meet both of the following: achieve the academic achievement targets in its contract and is faithful to the terms of the contract.

<sup>23</sup> For the 2018-2019 Quality Review, the sponsor also must submit evidence that all contract renewals earned at least 66 percent of possible points on the renewal rubric to meet the 3-Point Requirements.

<sup>24</sup> For the 2018-2019 Quality Review, the sponsor also must submit evidence that all contract renewals earned at least 75 percent of possible points on the renewal rubric to meet the 4-Point Requirements.

**E.03 Non-Renewal Notification:** If the sponsor non-renews a school, it explains its rationale for this decision in writing and ensures that the school’s families are notified in a timely manner.

Key Indicators:

- When the sponsor non-renews a school, it explains its decision with a prompt, written notification to the school's governing authority.
- The sponsor also ensures prompt written notification of non-renewal to the school’s families.

**FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF COMMUNICATING ITS DECISION TO NON-RENEW A SCHOOL BY JAN. 15 TO THE SCHOOL DURING THE REVIEW YEAR OR ENSURING THE SCHOOL’S FAMILIES WERE NOTIFIED WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The sponsor submitted evidence that it sent written notification of non-renewal to the school's governing authority by Jan. 15 but did not include any explanation</p> <p>–or–</p> <p>The sponsor did not submit evidence of ensuring the school's families were notified of the non-renewal decision as of April 30 if the sponsor upholds the non-renewal decision.</p>	<p>The sponsor submitted evidence that it sent written notification of non-renewal to the school's governing authority by Jan. 15 citing statutory language only</p> <p>–and–</p> <p>The sponsor submitted evidence of ensuring the school's families were notified of the non-renewal no later than April 30 if the sponsor upholds the non-renewal decision.</p>	<p>The sponsor submitted evidence that it sent written notification of non-renewal to the school's governing authority within 14 days of making the decision and before Jan. 15 that included an explanation beyond statutory language</p> <p>–and–</p> <p>The sponsor submitted evidence of ensuring the school's families were notified of the non-renewal no later than April 1 if the sponsor upholds the non-renewal decision.</p>	<p>The sponsor submitted evidence that it sent written notification of non-renewal to the school's governing authority within 14 days of making the decision and before January 15 that included an explanation beyond statutory language</p> <p>–and–</p> <p>The sponsor submitted evidence of ensuring the school's families were notified of the non-renewal no later than March 15 if the sponsor upholds the non-renewal decision.</p>

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

**SPONSORS THAT DID NOT NON-RENEW ANY SCHOOLS DURING THE 2017-2018 SCHOOL YEAR MUST UPLOAD A MEMO STATING THAT THE STANDARD IS NOT APPLICABLE AND WHY. THE DEPARTMENT MAY SUPPLY THE EVALUATION TEAM WITH CORROBORATING INFORMATION.**

- Evaluators: Check this box if the sponsor did not non-renew any schools during the 2017-2018 school year. Such sponsors are not evaluated on this standard.

**E.04 Contract Termination:** The sponsor has information regarding termination in the contract and a separate written policy and procedures that go beyond statutory language, communicates its termination policy and procedures with its schools and consistently follows its termination policy and procedures.<sup>25</sup>

Key Indicators:

- The sponsor includes termination information in its contracts.
- The sponsor has a written policy apart from the contract that explains the criteria for termination and the procedures to be followed if termination is required.
- The sponsor has written procedures for termination beyond the Department’s closing procedures.
- The sponsor consistently follows its termination policy and procedures.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “policy” and “procedures.”

**FAILURE OF THE SPONSOR’S REVIEWED CONTRACTS TO HAVE A TERMINATION PROVISION WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The sponsor has only the statutory language for grounds for termination in the reviewed contract(s)</p> <p>–and–</p> <p>There is no separate written policy apart from the language in the contract.</p> <p>–and–</p> <p>If the sponsor terminated a contract during the review year, the sponsor has not submitted evidence of following statutory requirements for termination.</p>	<p>The sponsor has the statutory language for grounds for termination in the reviewed contract(s)</p> <p>–and–</p> <p>The sponsor has a separate written policy that goes beyond statutory language in explaining the grounds for termination</p> <p>–and–</p> <p>If the sponsor terminated a contract during the review year, the sponsor submitted evidence of following statutory requirements and its written policy for termination.</p>	<p>2-Point Requirements –and–</p> <p>The sponsor has written procedures, beyond the Department’s closing procedures, to be followed if termination occurs.<sup>26</sup></p>	<p>3-Point Requirements –and–</p> <p>The sponsor’s written termination policy defines the criteria for termination, includes the specific evidence it will collect and/or document, and the procedures outline responsibilities for both the sponsor and the school in the event of a termination</p> <p>–and–</p> <p>The sponsor submitted evidence that it communicated the written policies and procedures for termination during the review year<sup>27</sup></p> <p>–and–</p> <p>If the sponsor terminated a contract during the review year, the sponsor submitted evidence of following its written procedures.<sup>28</sup></p>

**NOTE: The entire body of submitted documentation may be taken into account during the review of this standard.**

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

<sup>25</sup> For the 2018-2019 Quality Review, the written policies, procedures and communication needs to occur before September 30 of the review year.

<sup>26</sup> For the 2018-2019 Quality Review, if the sponsor terminated a contract during the review year, the sponsor must submit evidence of following its written procedures. Also, the sponsor must submit evidence that it communicated the written policies and procedures for termination during the review year, and if the sponsor terminated a contract during the review year, the sponsor must submit evidence of following its written procedures.

<sup>27</sup> For the 2018-2019 Quality Review, this requirement will move to the 3-Point Requirements column.

<sup>28</sup> For the 2018-2019 Quality Review, this requirement will move to the 3-Point Requirements column.

**SPONSORS THAT DID NOT TERMINATE ANY SCHOOLS DURING THE 2017-2018 SCHOOL YEAR MUST UPLOAD A MEMO STATING THAT A PORTION OF THIS STANDARD IS NOT APPLICABLE AND WHY. THE DEPARTMENT MAY SUPPLY THE EVALUATION TEAM WITH CORROBORATING INFORMATION.**

- Evaluators: Check this box if the sponsor did not terminate any schools during the 2017-2018 school year. Such sponsors are evaluated on the policy portion of this standard only.

**E.05 Closure Process:** The sponsor has information regarding its obligation to oversee school closure in the contract and a separate written policy and procedures that go beyond statutory language.

Key Indicators:

- The sponsor has a policy for overseeing school closure, which includes but is not limited to the following: a plan of action for schools closing prior to the end of the school year or due to financial difficulties, procedures for timely notification to parents, orderly transition of student records, disposition of school funds and assets, and submitting closing assurances.
- The sponsor's school closure policy is board adopted and in effect.
- If one or more of the sponsor's schools closed during the review year, the sponsor submits evidence of having overseen the closure process.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “guidance,” “policy” and “procedures.”

**FAILURE OF THE SPONSOR TO INCLUDE LANGUAGE IN ITS CONTRACT REGARDING ITS OBLIGATION TO OVERSEE COMMUNITY SCHOOL CLOSURE WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The sponsor includes language in its contract regarding its obligation to oversee community school closure</p> <p>–but–</p> <p>One or more of the sponsor's schools closed during the review year, and the sponsor did not submit evidence of informing parents and/or transitioning student records</p> <p>–and/or–</p> <p>One or more of the sponsor's schools closed during the previous review year, and the sponsor did not submit the Closing Assurances or Quarterly Closing Assurances if the Closing Assurances Form is not complete.</p>	<p>The sponsor includes language in its contract regarding its obligation to oversee community school closure</p> <p>–and–</p> <p>For each of the sponsor's schools that closed during the review year, the sponsor submitted evidence of the following:</p> <ul style="list-style-type: none"> <li>- Informing parents.</li> <li>- Transitioning student records.</li> </ul> <p>–and–</p> <p>For each of the sponsor's schools that closed during the previous review year, the sponsor submitted the Closing Assurances or Quarterly Closing Assurances if the Closing Assurances Form is not complete.</p>	<p>2-Point Requirements –and–</p> <p>The sponsor submitted the Department's closure guidance and its own closure policy<sup>29</sup> apart from statutory language in the contract.</p>	<p>3-Point Requirements –and–</p> <p>The sponsor submitted its own closure procedures, apart from the Department's closure guidance and procedures, which specify the steps necessary to complete the Department's Closing Assurances Form and outlines the responsibilities of all the following:</p> <ul style="list-style-type: none"> <li>• Sponsor;</li> <li>• School governing authority;</li> <li>• School staff;</li> <li>• Management company;</li> <li>• School treasurer.</li> </ul> <p>–and–</p> <p>The policy and procedures include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>- A “plan of action to be undertaken in the event the community school experiences financial difficulties or closes prior to the end of a school year” (ORC 3314.023(F)).</li> <li>- Disposition of school funds and assets.</li> <li>- Submission of Closing Assurances.<sup>30</sup></li> </ul> <p>–and–</p>

<sup>29</sup> For the 2018-2019 Quality Review, the closure policy is board adopted and in effect by Sept. 30 of the review year. In addition to the sponsor's closure policy, the sponsor must have procedures apart from the statutory language in the contract and the Department's closure guidance and procedures.

<sup>30</sup> For the 2018-2019 Quality Review, the following requirement will move to the 3-Point Requirements column: sponsor's closure policy and procedures must include, but are not limited to, the following: a “plan of action to be undertaken in the event the community school experiences financial difficulties or closes prior to the end of the school year” (ORC 3314.023(F)), disposition of school funds and assets and submission of closing assurances.

			For each of the sponsor's schools that closed during the review year, the sponsor submitted evidence of ensuring parents were notified of the school's closure within two weeks and received assistance in finding a new school.
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**SPONSORS THAT DID NOT CLOSE ANY SCHOOLS DURING THE 2016-2017 AND/OR THE 2017-2018 SCHOOL YEAR MUST UPLOAD A MEMO STATING THAT A PORTION OF THIS STANDARD IS NOT APPLICABLE AND WHY. THE DEPARTMENT MAY SUPPLY THE EVALUATION TEAM WITH CORROBORATING INFORMATION.**

- Evaluators: Check this box if the sponsor did not close any schools during the 2017-2018 school year. Such sponsors are not evaluated on informing parents or transitioning school records during the review year.
- Evaluators: Check this box if the sponsor did not close any schools during the 2016-2017 school year. Such sponsors are not evaluated on submitting Closing Assurances for the previous review year.

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor's practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

## F. Technical Assistance

**F.01 Ongoing Technical Assistance:** The sponsor has an established process for determining the needs of its schools and it conducts a needs assessment to determine what type of technical assistance it offers.

Key Indicators:

- The sponsor provides timely assistance to its schools in response to issues, problems and concerns once they are identified by either the school or the sponsor.
- The sponsor proactively solicits information from the school about its needs for technical assistance and about the quality and impact of previous technical assistance through a needs assessment.
- The sponsor uses the results of a needs assessment to plan proactive technical assistance to its schools.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “technical assistance,” “needs assessment” and “survey.”

**FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF PROVIDING TECHNICAL ASSISTANCE TO ITS SCHOOL(S) WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
The sponsor submitted evidence that it provides reactive technical assistance to its school(s) when made aware of issues, problems or concerns.	1-Point Requirements –and– The sponsor submitted evidence that it solicits information about the technical assistance needs of its school(s) through a needs assessment.	2-Point Requirements –and– The sponsor submitted evidence that it solicits feedback on the quality and impact of the technical assistance that it provides to its school(s) through a survey or as part of a needs assessment.	3-Point Requirements –and– The sponsor submitted evidence of using the results of a needs assessment to provide at least three different instances of proactive technical assistance to its school(s).

**Note:** The sponsor must submit evidence for a specific set of its sponsored schools that was randomly selected by the vendor. The list includes at least one of each type of sponsored school (i.e., e-schools, DOPR schools, etc.). All sponsors received a list of the selected schools, and the list is available to sponsors in Epicenter.

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

**F.02 Legal and Policy Updates:** The sponsor updates schools on relevant legal and policy changes.

Key Indicators:

- The sponsor has a method by which it informs its school(s) of changes to rule, law and/or policy that impact the community school operations.
- The sponsor provides an annual training to assist its school(s) in understanding changes to rule, law and policy that impact community school operations.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “guidance.”

**FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF UPDATING ITS SCHOOL(S) ON CHANGES TO RULE, LAW AND/OR POLICY THAT IMPACT COMMUNITY SCHOOL OPERATIONS WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The sponsor did not submit evidence of providing schools with written guidance on changes in rule, law and/or policy that impact community school operations</p> <p>–but–</p> <p>The sponsor did submit evidence of directing its schools to another source.</p>	<p>The sponsor submitted evidence of providing schools with written guidance on changes in rule, law and/or policy that impact community school operations</p> <p>–but–</p> <p>The sponsor did not submit evidence of doing so on a regular basis (e.g., semi-annually, triannually, quarterly).</p>	<p>The sponsor submitted evidence of having a regular publication (e.g., semi-annually, triannually, quarterly) with written guidance on changes in rule, law and/or policy that impact community school operations.</p>	<p>3-Point Requirements –and–</p> <p>The sponsor submitted evidence that it provides an annual training to assist its school(s) in understanding changes in rule, law and policy that impact community school operations.</p>

**Note:** The sponsor must submit evidence for a specific set of its sponsored schools that was randomly selected by the vendor. The list includes at least one of each type of sponsored school (i.e., e-schools, DOPR schools, etc.). All sponsors received a list of the selected schools, and the list is available to sponsors in Epicenter.

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

**F.03 Professional Development for Schools:** The sponsor uses the results of a needs assessment to determine which professional development opportunities to offer.

Key Indicators:

- The sponsor shares and/or offers professional development opportunities with its school(s) regularly.
- The sponsor shares and/or offers professional development opportunities based on data about school needs.
- The sponsor shares and/or offers professional development opportunities that are specific to community schools.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “needs assessment.”

**FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF SHARING PROFESSIONAL DEVELOPMENT OPPORTUNITIES WITH ITS SCHOOL(S) WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The sponsor submitted evidence that it shares and/or offers information about professional development opportunities with its community schools once or twice per year</p> <p>–or–</p> <p>The sponsor mandates that its school(s) participate in specific professional development, beyond any training that is a requirement of the contract.</p>	<p>The sponsor submitted evidence that it shares and/or offers information about professional development opportunities with its community school(s) three or more times per year.</p>	<p>2-Point Requirements –and–</p> <p>The sponsor submitted evidence that it shares and/or offers information about professional development opportunities with its school(s) according to a process.</p> <p>–and–</p> <p>The sponsor submitted evidence that it completes a needs assessment to determine the professional development needs of its community school(s).</p>	<p>3-Point Requirements –and–</p> <p>The sponsor submitted evidence of using the results of a needs assessment to determine which professional development opportunities it shares and/or offers</p> <p>–and–</p> <p>The sponsor submitted evidence that at least one of the professional development opportunities it shared and/or offered was specific to community schools.</p>

**NOTE: The entire body of submitted documentation may be taken into account during the review of this standard.**

**Note:** The sponsor must submit evidence for a specific set of its sponsored schools that was randomly selected by the vendor. The list includes at least one of each type of sponsored school (i.e., e-schools, DOPR schools, etc.). All sponsors received a list of the selected schools, and the list is available to sponsors in Epicenter.

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.

**F.04 Relationships with Schools’ Governing Authorities:** The sponsor takes steps to build a positive working relationship with each school’s governing authority.

Key Indicators:

- The sponsor communicates regularly with each school’s governing authority.
- The sponsor attends at least two governing authority meetings annually for each school.

\*\*\*Please refer to the Glossary of Definitions located at the beginning of this document for the definition(s) of “guidance.”

**FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF ATTENDING AT LEAST ONE SCHOOL GOVERNING AUTHORITY MEETING OR EVIDENCE OF COMMUNICATING WITH SCHOOL GOVERNING AUTHORITY MEMBERS BEYOND MONTHLY FINANCIAL AND ENROLLMENT REVIEWS WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.**

1 Point	2 Points	3 Points	4 Points
<p>The sponsor submitted evidence of attending at least one school governing authority meeting</p> <p>–or–</p> <p>There is evidence that the sponsor communicates with and/or provides guidance to its schools’ governing authorities beyond monthly financial and enrollment reviews.</p>	<p>The sponsor submitted evidence of attending at least one governing authority meeting per school</p> <p>–and–</p> <p>There is evidence that the sponsor communicates with and/or provides guidance to its schools’ governing authorities beyond monthly financial and enrollment reviews.</p>	<p>The sponsor submitted evidence of attending at least two governing authority meetings per school</p> <p>–and–</p> <p>There is evidence that the sponsor communicates with and provides guidance to its schools’ governing authorities at least quarterly, beyond monthly financial and enrollment reviews.</p>	<p>The sponsor submitted evidence of attending three or more governing authority meetings per school</p> <p>–and–</p> <p>There is evidence that the sponsor communicates with and provides guidance to its schools’ governing authorities at least quarterly, beyond monthly financial and enrollment reviews.</p>

**Note:** The sponsor must submit evidence for a specific set of its sponsored schools that was randomly selected by the vendor. The list includes at least one of each type of sponsored school (i.e., e-schools, DOPR schools, etc.). All sponsors received a list of the selected schools, and the list is available to sponsors in Epicenter.

**Optional:** The sponsor may submit a narrative explanation of how the submitted documents support the sponsor’s practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.