2019-2020 Sponsor Quality Practices Rubric

The Ohio Department of Education uses the Quality Practices Rubric to evaluate community school sponsors on their adherence to quality sponsoring practices for the 2019-2020 review year. The rubric is composed of 33 standards designed to evaluate sponsors on various sponsoring practices. The standards are informed by both the National Association of Charter School Authorizers (NACSA) and Ohio laws and rules. To complete the rubric, sponsors must:

1. ***Carefully read each standard.*** Some standards have specific instructions on what sponsors need to do.

2. ***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.

3. ***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.

4. ***If necessary, upload the same documents for more than one standard.*** Sponsors should upload all documents they believe are responsive for each standard. The same document can be uploaded for multiple standards.

5. ***Include explanatory memos with larger documents.*** All documents submitted for a quality standard that exceed 25 pages in length must be accompanied by a memo that references the specific page numbers to be reviewed for the standard in question. **Failure to include a memo with the page numbers listed with documents longer than 25 pages could result in a lower score on a particular standard.** Sponsors may highlight relevant text if they wish, but highlighting is not required.

6. ***If a memo is required, sponsors must use the template provided by the Department.***

7. ***If a narrative explanation is needed, sponsors must use the narrative form provided by the Department.*** For the 2019-2020 quality review, sponsors have the option to upload a narrative explanation for 31 of the 33 standards. For Standards C.01 and C.02, which do not require document uploads, sponsors have the option to enter brief narratives in the narrative fields 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.

8. ***Make sure documents and files are easy to open and easy to read.*** It is the sponsor's responsibility to make sure all uploaded documents and files work properly. Documents and files that cannot be opened or are unreadable could result in a lower score on a particular standard.

Glossary of Definitions

For the purposes of the 2019-2020 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, B.03):** 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, A.07, 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 (B.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, E.01, E.06):** A rigorous evaluation of a school's performance (academic, financial and organizational/operational) against the performance framework included in its contract with its sponsor 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, B.03):** The 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 that are not met by existing schools in the area or community.
  - Demonstrated demand for the proposed community school (for example, 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).
  - Evidence of data collection and analysis in the following areas: real estate market (rental property, insurance rates, property taxes), availability of transportation (such as 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, C.02, C.03, D.03, D.05, E.01, E.02):** Categories of performance included within the components making up the Ohio School Report Cards, Dropout Prevention and Recovery Report Cards and the Career-Technical Report Cards. The measures, some of which are graded and some of which are rated, vary for each type of report card and are used to provide information regarding student academic success and progress.

- **Metrics (A.01, C.01, C.02, D.05):** General means of evaluating an aspect of a measure.

- **Needs assessment (A.07, F.01, F.03):** A planning process used by the sponsor to determine deficiencies, set technical assistance priorities, make organizational improvements and/or allocate resources.

- **Organizational chart (A.04, 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, C.02, D.05, D.07, E.01, E.06):** 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, C.03, D.01, D.02, D.06, E.04, E.05, F.02):** A written course or principle of action adopted by a sponsor's governing authority.

- **Procedures (D.03, D.06, E.04, E.05):** A series of actions or steps taken to carry out the board-adopted policy (synonymous with “process”).

- **Process (A.01, A.02, A.04, B.01, B.03, C.02, C.03, D.01, D.02, D.06, E.01, E.02, E.05, F.01, F.03):** A series of actions or steps taken to carry out the board-adopted policy (synonymous with "procedures”).

- **Protocol (B.05, D.03, 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.

- **Review year (A.01, A.02, A.03, A.04, A.06, B.04, B.05, B.06, D.03, D.04, D.05, E.02, E.03, E.04, E.05, E.06):** The review year begins on July 1 of each calendar year and ends on June 30 of the succeeding calendar year.

- **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, A.07, B.01):** The core values, goals, guiding principles and responsibilities aligned to the sponsor's mission, vision and strategic plan that take precedence when considering authorizing new or existing community schools or reauthorizing 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.04, A.05, A.06, B.04, B.06, D.03, E.02):** 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 (A.06, 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, C.02, 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 Jan. 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 definitions of "measures," "metrics," "review year," "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 practices, –but– The mission is not available on the sponsor's website.	The sponsor submitted a mission that cites sponsoring practices. –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 the strategic plan was in operation by Jan.1 of the review year.	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.

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 prior to Jan. 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 definitions of "process" and "review year."

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
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.	The sponsor submitted evidence that it uses a defined improvement process to evaluate its sponsoring obligations. –and– The sponsor has written goals for improvement.	2-Point Requirements –and– The sponsor submitted evidence that prior to Jan. 1 of the review year it develops and implements action steps based on the findings from its improvement process.	3-Point Requirements –and– The sponsor provided evidence that it compares its work to national standards for sponsoring.

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.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 administrators and governing authority members prior to the first day of school.
- The sponsor offers training to school administrators and school governing authority members on the written guidance by Nov. 30 of the review year.

***Please refer to the Glossary of Definitions located at the beginning of this document for the definitions of "guidance," "review year" 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
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, –but– The sponsor did not submit a written guidance document.	The sponsor submitted evidence of having written guidance that complements the contract and delineates the roles and responsibilities of the sponsor and the school.	2-Point Requirements –and– The sponsor submitted evidence of sharing the written guidance with school administrators and governing authority members prior to the first day of school.	3-Point Requirements –and– The sponsor submitted evidence of offering training on the written guidance for school administrators and school governing authority members by Nov. 30 of the review year.

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 (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.

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 definitions of "policy," "process," "review year," "staff," "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
The sponsor submitted a conflict of interest policy. –and– There is no evidence of an unaddressed conflict of interest.	1-Point Requirements –and– The submitted policy addresses internal AND external conflicts of interest between the sponsor and its community schools 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.	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), as well as staff members and contractors with sponsoring responsibilities once they begin those sponsoring responsibilities. -–and– The sponsor submitted evidence of collecting signed conflict of interest statements by Sept. 30 of the review year (or within 14 calendar days of a person starting the position if hired after Sept. 30) from each board member and staff members and contractors with sponsoring responsibilities as listed in the organizational chart in standard A.05.	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 was discovered, the sponsor submitted evidence of adhering to its policy and process to resolve the potential conflict.

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.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 definitions 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 (for example, 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 (for example, needs survey, details from staff résumés, goals from the strategic plan, school performance data) 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 definitions of "review year," "sponsoring responsibilities," "staff," "survey" 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 Jan. 1 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 schools.

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 definitions of "sponsoring responsibilities," "budget narrative," "needs assessment" and "data analysis."

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

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.

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 application process that includes a defined development timeline, clear directions, detailed guidance, defined evaluation criteria and an interview.

Key Indicators:

- The application process, written application and related guidance include the following documented components:
  - A timeline that allows for a planning stage of nine months or more;
  - Requirements for the submission of the application;
  - Criteria used to evaluate the application;
  - Sponsoring priorities;
  - 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 definitions 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
There is a documented application process and written application that include *at least one* of the following: - A defined timeline; - Requirements for the submission of the application; - Criteria used to evaluate the application; - An interview of final applicants.	There is a documented application process and written application that include *at least two* of the following: - A defined timeline; - Requirements for the submission of the application; - Criteria used to evaluate the application; - An interview of final applicants.	There is a documented application process and written application that include *all* of the following: - A defined timeline that includes a planning stage of at least six months for new schools and replicators; - Requirements for the submission of the application; - Criteria used to evaluate the application; - An interview of final applicants; - Public availability on the organization's website.	There is a documented application process and written application that include *all* of the following: - A defined timeline that includes a planning stage of at least nine months for new schools and replicators; - Requirements for the submission of the application; - Criteria used to evaluate the application; - Sponsoring priorities; - An interview of final applicants; - Public availability on the organization's website.

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 definitions 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 *one or two* of the following: - Mission and vision; - Education plan; - Staffing plan; - Business plan; - Market research; - Governance and management structures; - Capacity to execute its plan.	The submitted application requires school applicants to describe *three or four* of the following: - Mission and vision; - Education plan; - Staffing plan; - Business plan; - Market research; - Governance and management structures; - Capacity to execute its plan.	The submitted application requires applicants to describe *five or six* of the following: - Mission and vision; - Education plan; - Staffing plan; - Business plan; - Market research; - Governance and management structures; - Capacity to execute its plan.	The submitted application requires applicants to describe *all* of the following: - Mission and vision; - Education plan; - Staffing plan; - Business plan; - Market research; - Governance and management structures; - Capacity to execute its plan.

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;
    - 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;
    - 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 definitions of "process," "business plan," "market research" and "deficiency."

FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF BOTH 1) AN APPLICATION REVIEW PROCESS AND 2) A WRITTEN APPLICATION FOR SCHOOLS SEEKING TO REPLICATE OR FOR 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
The sponsor submitted evidence of both 1) an application review process and 2) a written application for potential school replicators *or* for schools seeking a change in sponsor.	The sponsor submitted evidence of both 1) an application review process and 2) a written application for potential school replicators *and* for schools seeking a change in sponsor.	2-Point Requirements –and– The application process for replicators and schools seeking a change in sponsor includes a review of *all* the following: - Academic data; - Sponsor's compliance reports; - Financial records; - Recent audit reports; - *For replicators:* a business or growth plan and market research; - *For schools seeking a change in sponsor:* any deficiencies cited by the current sponsor, along with the school's remedies.	3-Point Requirements –and– The sponsor's submitted review process includes interviewing the current sponsor of the applicant. –and– The sponsor's submitted review process includes interviewing the school applicant.

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 two application reviewers have several years of 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 or dropout prevention and recovery program), at least one reviewer has expertise in that area.

***Please refer to the Glossary of Definitions located at the beginning of this document for the definition of "review year" and "staff."

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 application reviewer with one or more years of community school and/or sponsoring experience. –and– Application 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 application reviewer with two or more years of community school and/or sponsoring experience. –and– Application 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 application reviewer has expertise in that area.	3-Point Requirements –and– The sponsor has at least two application 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 2019-2020 REVIEW YEAR MUST UPLOAD A MEMO STATING THE STANDARD IS NOT APPLICABLE AND WHY.

☐ Evaluators: Check this box if the sponsor was not eligible to receive applications during the 2019-2020 review 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, 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 definitions of "protocol," "review year" and "rubric."

FAILURE OF THE SPONSOR TO SUBMIT PROTOCOLS FOR EVALUATING APPLICATIONS AND TO SUBMIT 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
The sponsor submitted evidence of written protocols for evaluating applications. –or– There is evidence that reviewers receive training on the protocols.	The sponsor submitted evidence of written protocols for evaluating and scoring individual application criteria that align with the application requirements. –and– There is evidence all reviewers receive training on the protocols.	2-Point Requirements –and- The sponsor submitted written protocols for evaluating applications that include a rubric for all selection criteria. –and– The sponsor's rubric includes a "cut score" that identifies the lowest possible points that an applicant can earn to receive a preliminary agreement.	3-Point Requirements –and– The sponsor submitted evidence that it requires each reviewer to individually score and document the rating for each selection criteria. –and– All reviewers receive training on the protocols and rubric annually, which includes reviewer calibration.

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 2019-2020 REVIEW YEAR MUST UPLOAD A MEMO STATING THAT A PORTION OF THE STANDARD IS NOT APPLICABLE AND WHY.

☐ Evaluators: Check this box if the sponsor did not receive any applications during the 2019-2020 review year. Such sponsors are evaluated only on the application review protocols portion of this standard and not evaluated on the training portion.

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 enters into preliminary agreements with 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.

***Please refer to the Glossary of Definitions located at the beginning of this document for the definitions of "review year" and "staff."

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
The documentation submitted by the sponsor demonstrates reviewers do not cite evidence to support whether the applicant meets the selection criteria. –or– Sponsor submitted evidence that at least one school applicant receiving a preliminary agreement earned fewer than 50 percent of possible points.	The documentation submitted by the sponsor demonstrates reviewers cite evidence to support whether the applicant meets the selection criteria. –or– Sponsor submitted evidence that all school applicants receiving preliminary agreements earned at least 50 percent of possible points.	The documentation submitted by the sponsor demonstrates reviewers cite evidence to support whether the applicant meets *each* selection criterion. –and– Sponsor submitted evidence that all school applicants receiving preliminary agreements earned at least 66 percent of possible points.	The documentation submitted by the sponsor demonstrates reviewers cite evidence to support whether the applicant meets *each* selection criterion. –and– Sponsor submitted evidence that all school applicants receiving preliminary agreements earned at least 75 percent of possible points. –and– The sponsor submitted evidence that its staff provides evidence-based recommendations to the sponsor's board regarding application decisions.

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 2019-2020 REVIEW YEAR MUST UPLOAD A MEMO STATING THE STANDARD IS NOT APPLICABLE AND WHY.

☐ Evaluators: Check this box if the sponsor did not receive any applications during the 2019-2020 review year. Such sponsors are not evaluated on this standard.

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 contain a performance framework that includes all applicable measures and indicators of student performance included on the state report card, with specific annual metrics and targets for each measure.
- Contracts contain a performance framework that includes additional applicable academic and nonacademic measures of student performance with annual metrics and targets (for example, student performance on other valid and reliable assessments, student engagement, student discipline, attendance and postsecondary outcomes).
- Contracts contain a performance framework that includes annual measures, metrics and targets for individual student subgroups.
- Contracts contain a performance framework that includes goals with annual measures, metrics and targets that compare the school's performance to other schools (for example, schools serving similar populations, schools in the same geographic region, statewide community schools) and mission-specific performance measures and targets.
- Contracts contain a performance framework that includes 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 definitions 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 AND INDICATORS 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
The majority of reviewed contracts have a performance framework that includes all applicable state performance measures and indicators included on the state report card, –but– The majority of reviewed contracts do not have a performance framework that includes financial and organizational/operational performance measures.	All reviewed contracts have a performance framework that includes all applicable state report card measures. –and– All reviewed contracts have a performance framework that includes financial and organizational/operational performance measures.	2-Point Requirements –and– All reviewed contracts have a performance framework that includes specific metrics and targets for all applicable state report card measures of student performance. –and– All reviewed contracts have a performance framework that includes mission-specific performance measures and targets. –and– All reviewed contracts for schools serving specific subgroups of students have a performance framework that includes additional measures and targets beyond the Gap Closing component. –and– All reviewed contracts have a performance framework that includes specific metrics and targets for financial and organizational/ operational performance measures.	3-Point Requirements –and– All reviewed contracts have a performance framework that includes targets that compare the school's student performance to the state, schools serving similar populations or schools in the same geographic area. –and– All reviewed contracts have a performance framework that includes annual metrics and targets for all applicable academic, financial and organizational/operational measures.

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.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.

***Please refer to the Glossary of Definitions located at the beginning of this document for the definitions of "high-stakes review," "performance framework," "process," "measures," "metrics" and "targets."

FAILURE OF THE MAJORITY OF THE SPONSOR'S REVIEWED CONTRACTS TO SPECIFY A HIGH-STAKES REVIEW TO TAKE PLACE PRIOR TO CONTRACT RENEWAL WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.

1 Point	2 Points	3 Points	4 Points
The majority of reviewed contracts specify a high-stakes review to take place prior to renewal.	The majority of reviewed contracts specify a high-stakes review to take place prior to renewal. –and– The majority of reviewed contracts include a performance framework that defines the measures, metrics and targets required of schools for contract renewal.	All reviewed contracts specify a high-stakes review to take place prior to renewal. –and– All reviewed contracts include a performance framework that defines the measures, metrics and targets required of schools for contract renewal.	3-Point Requirements –and– All reviewed contracts define a process for renewal.

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 definitions of "policy," "process" and "measures."

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
The reviewed contracts include language regarding the conditions for amendment or modifications, –but– 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.	The reviewed contracts include language regarding the conditions for amendment or modifications. –and– 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.	2-Point Requirements –and– The sponsor submitted evidence it reviewed school data and Ohio's accountability system for the selected schools to determine the need for modifications to the contract.	3-Point Requirements –and– The sponsor submitted evidence its review of federal and/or state law, school data and Ohio's accountability system resulted in updating its contract template for the selected schools. –or– The sponsor submitted evidence 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.

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 communicates 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 contracts with its community schools and separate documented guidance.

***Please refer to the Glossary of Definitions located at the beginning of this document for the definitions 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 this information was communicated with at least one of the sponsor's schools.	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 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 definitions of "policy" and "process."

FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF 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
For at least one of its selected schools, the sponsor submitted evidence of monthly enrollment reviews and monthly financial reviews, –but– The sponsor did not submit evidence of providing feedback to its schools after such reviews.	For each of its selected schools, the sponsor submitted evidence of at least one monthly enrollment review and one monthly financial review. –and– The sponsor submitted evidence of providing feedback to each of its selected schools after such reviews.	2-Point Requirements –and– For each of its selected schools, the sponsor submitted at least six examples of financial review results and six examples of enrollment review results. –and– The sponsor submitted policies and processes for enrollment and financial reviews.	3-Point Requirements –and– The financial reviews include budget ledgers and transaction detail reports and at least one includes a review of the five-year forecast. –and– 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.

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 (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.

D.03 On-Site Visits: The sponsor conducts on-site reviews (beyond the monthly enrollment and financial reviews) at least twice per year while school is in session (with one review during the first half of the review year and the other review during the second half of the review year), which include 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 (for example, the school's governing authority members, students, parents, staff, management company staff) during on-site reviews.
- On-site visit protocols explain the goal of the visits and prescribe strict adherence to a specific set of actions (for example, procedures for data collection and their sources, types of data, observation and interview guidance and observation and interview instruments) for conducting on-site reviews.

***Please refer to the Glossary of Definitions located at the beginning of this document for the definitions of "guidance," "measures," "protocol," "review year" and "staff."

FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF AT LEAST TWO ON-SITE REVIEWS (BEYOND THE MONTHLY ENROLLMENT AND FINANCIAL REVIEWS) FOR EACH SELECTED SCHOOL WHILE SCHOOL IS IN SESSION, WITH ONE REVIEW DURING THE FIRST HALF OF THE REVIEW YEAR AND THE OTHER REVIEW DURING THE SECOND HALF OF THE REVIEW YEAR, WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.

1 Point	2 Points	3 Points	4 Points
For each selected school, the sponsor submitted evidence of at least two on-site reviews (beyond the monthly enrollment and financial reviews) while school is in session, with one review during the first half of the review year and the other review during the second half of the review year.	1-Point Requirements –and– Across at least two on-site reviews while school is in session (with one review during the first half of the review year and the other review during the second half of the review year), the sponsor reviewed the school's compliance with all applicable laws, rules, contractual obligations and academic performance measures. –and– The sponsor submitted evidence of an on-site visit protocol. –and– During the on-site reviews, data are collected from a school employee on the day of the review.	2-Point Requirements –and– The sponsor submitted evidence that it collects data from school employees, including at least one administrator and one or more instructors. –and– The submitted on-site visit protocol includes observation guidelines and specifies how interviews will be conducted.	3-Point Requirements –and– The sponsor submitted evidence that it collects data from at least three stakeholder groups (for example, the school's governing authority members, students, parents, staff, management company staff) over the course of the review year.

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 (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.

D.04 Site Visit Reports: The sponsor provides its schools with a report (beyond the monthly financial and enrollment reports) after each site visit, conducted at least twice while school is in session (with one review during the first half of the review year and the other review during the second half of the review year), and it follows up with schools regarding any areas needing improvement.

Key Indicators:

- The sponsor provides all schools with a written report following each on-site 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 taking appropriate action and requests and reviews relevant status updates from the school.

FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF PROVIDING EACH OF ITS SELECTED SCHOOLS WITH A REPORT (BEYOND THE MONTHLY FINANCIAL AND ENROLLMENT REVIEW REPORTS) FOLLOWING AN ON-SITE REVIEW WHILE SCHOOL IS IN SESSION WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.

1 Point	2 Points	3 Points	4 Points
For each of its selected schools, the sponsor submitted evidence of providing a report (beyond the monthly financial and enrollment review reports) following an on-site review conducted while school is in session.	For each of its selected schools, the sponsor submitted evidence of providing a report (beyond the monthly financial and enrollment review reports) following each of at least two on-site reviews conducted while school is in session (with one review during the first half of the review year and the other review during the second half of the review year) that together covered 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 take appropriate 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 taking appropriate action 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 (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.

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 measures included in its contract.
- Throughout the year, the sponsor collects data related to academic, financial and organizational/operational performance of the school.
- 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 (for example, corrective action, intervention, professional development, contract termination, contract renewal).

***Please refer to the Glossary of Definitions located at the beginning of this document for the definitions of "data analysis," "measures," "metrics," "organizational/operational," "performance framework" and "targets."

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 ITS SELECTED SCHOOLS WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.

1 Point	2 Points	3 Points	4 Points
For the majority of its selected schools, the sponsor submitted evidence of collecting data related to all applicable contractual academic, financial and organizational/operational measures for at least one school year.	1-Point Requirements –and– The sponsor submitted evidence of analyzing the data collected and evaluating the overall performance of the schools based on the outcomes of the data analysis.	2-Point Requirements –and– The data analysis and evaluation include multiple years.	3-Point Requirements –and– The sponsor submitted evidence of using its analysis and evaluation of the data to determine the subsequent actions required of its schools.

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 (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.

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 definitions of "intervention policy," "sponsoring responsibilities," "organizational/operational," "deficiency" and "process."

FAILURE OF THE SPONSOR'S REVIEWED CONTRACTS TO STATE ITS RESPONSIBILITY TO INTERVENE, AS REQUIRED BY OHIO REVISED CODE 3314.023(E), WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.

1 Point	2 Points	3 Points	4 Points
The sponsor's reviewed contracts state its responsibility to intervene as required by Ohio Revised Code 3314.023(E).	1-Point Requirements –and– 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, deadlines for resolving the deficiency and consequences for not resolving the deficiency. –and– The sponsor submitted evidence that it communicates its intervention policy with its schools.	2-Point Requirements –and– The sponsor submitted evidence of a process for identifying the conditions triggering intervention that aligns with and includes its sponsoring responsibilities (enrollment and financial reviews, on-site visits, site visit reports and annual performance monitoring). –and– 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. –and– The sponsor submitted evidence that it requests and reviews status updates from the school regarding its progress in resolving the deficiency.	3-Point Requirements –and– 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 (contract violations, performance deficiencies, complaints, etc.). –and– If a deficiency is identified, the sponsor submitted evidence it follows the steps and actions specified in its process when its schools do not make progress in resolving identified deficiencies.

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 schools 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 definitions of "organizational/operational" and "performance framework."

FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF PROVIDING AT LEAST ONE OF ITS SELECTED SCHOOLS WITH AN ANNUAL REPORT 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
The sponsor submitted evidence it provides at least one of its selected schools with an annual report regarding the school's academic, fiscal and organizational/operational performance that is broad in nature.	The sponsor submitted evidence it provides each of its selected schools with an annual report for the most recently completed school year that summarizes the school's academic, fiscal and organizational/operational performance.	2-Point Requirements –and– The sponsor submitted evidence it provides each of its selected schools with an annual report that relates the school's performance against the performance framework in its contract. –and– The sponsor's annual performance report on its schools includes multiple years of performance data.	3-Point Requirements –and– The sponsor's submitted annual performance reports identify areas of strength and areas for improvement. –and– The sponsor's annual performance reports summarize each school's performance over the contract term and states each school's prospects for renewal. –and– The sponsor submitted evidence that it communicates and discusses the annual report and prospects for renewal with the school's governing authority.

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 (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.

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 that 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 (for example, 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 definitions of "high-stakes review," "measures," "performance framework," "process" 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
The sponsor submitted evidence of a documented renewal process and written renewal application that include *at least one* of the following: - A defined timeline; - Rubric used to evaluate the application; - Review of the school's most recent state report card; - Review of recent financial audits; - Review of recent compliance monitoring reports; - Posted to its website.	The sponsor submitted evidence of a documented renewal process and written renewal application that include *at least three* of the following: - A defined timeline; - Rubric used to evaluate the application; - Review of the school's most recent state report card; - Review of recent financial audits; - Review of recent compliance monitoring reports; - Posted to its website.	The sponsor submitted evidence of a documented renewal process and written renewal application that include: - A defined timeline; - Rubric used to evaluate the application that includes an evaluation of the high-stakes review results that align to the performance framework in the contract; -Posted to its website. –and– The renewal application includes *at least three* of the following: - Multiple years of student achievement; - Multiple measures of student achievement; - Financial audits; - Site visit reports and/or other compliance reports; - If applicable, status reports on corrective action plans or other required interventions.	The sponsor submitted evidence of a documented renewal process and written renewal application that include *all* the following: - A defined timeline; - Rubric used to evaluate the application that includes an evaluation of the high-stakes review results that align to the performance framework in the contract; -Posted to its website; - Multiple years of student achievement; - Multiple measures of student achievement; - Financial audits; - Site visit reports and/or other compliance reports; - If applicable, status reports on corrective action plans or other required interventions.

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.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 targets and are faithful to the non-academic terms of the contract.
- The sponsor grants renewal only to schools that earn at least 75 percent of possible points on the renewal rubric.
- 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 definitions of "measures," "process," "review year," "rubric," "staff" and "targets."

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
The sponsor submitted board minutes as evidence of the renewal decision-making process.	1-Point Requirements –and– The sponsor submitted evidence it required all schools up for renewal to submit renewal applications.	2-Point Requirements –and– The sponsor submitted evidence it granted renewal only to schools that earned at least 66 percent of possible points on the renewal rubric. –and– The sponsor's renewal rubric includes both academic and non-academic measures. –and– The sponsor submitted evidence that its staff provides evidence-based recommendations to the sponsor's board regarding renewal decisions.	3-Point Requirements –and– The sponsor submitted evidence it granted renewal only to schools that earned at least 75 percent of possible points on the renewal rubric. –AND EITHER– 1) The sponsor submitted evidence it granted renewal only to schools for which *all* of the following were true: - Met the academic achievement targets in their contract; - Had no unresolved compliance issues with any applicable laws or contract terms. - If there were any documented issues of fiscal or operational viability, the school remedied those issues. -OR- 2) If the school did not meet all contractual academic targets, contract terms, compliance requirements or documented issues of fiscal/operational viability, the sponsor submitted evidence regarding why such schools were granted renewal and how the decision to renew aligns with its renewal evaluation process and national sponsoring standards.

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 2019-2020 REVIEW YEAR MUST UPLOAD A MEMO STATING THE STANDARD IS NOT APPLICABLE AND WHY.

☐ Evaluators: Check this box if the sponsor did not have any schools up for renewal during the 2019-2020 review year. Such sponsors are not evaluated on this standard.

E.03 Non-Renewal Notification: If the sponsor non-renews a school, it explains its rationale for this decision in writing and ensures 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.

***Please refer to the Glossary of Definitions located at the beginning of this document for the definition of "review year."

FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF 1) COMMUNICATING ITS DECISION TO NON-RENEW A SCHOOL BY JAN. 15 TO THE SCHOOL DURING THE REVIEW YEAR AND 2) ENSURING THE SCHOOL'S FAMILIES WERE NOTIFIED BY MAY 15 (IF THE NON-RENEWAL DECISION IS UPHELD) WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.

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

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 2019-2020 REVIEW YEAR MUST UPLOAD A MEMO STATING THE STANDARD IS NOT APPLICABLE AND WHY.

☐ Evaluators: Check this box if the sponsor did not non-renew any schools during the 2019-2020 review 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.

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 communicates its written termination policy and procedures with its schools before Sept. 30 of the review year.
- 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 definitions of "policy," "procedures" and "review year."

FAILURE OF EACH OF THE SPONSOR'S REVIEWED CONTRACTS TO HAVE THE STATUTORY LANGUAGE FOR GROUNDS FOR TERMINATION OR FAILURE OF THE SPONSOR TO HAVE A WRITTEN TERMINATION POLICY APART FROM THE CONTRACT WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.

1 Point	2 Points	3 Points	4 Points
For each of its selected schools, the sponsor's reviewed contracts have the statutory language for grounds for termination. –and– The sponsor has a separate written termination policy apart from the language in the contract.	1-Point Requirements –and– The sponsor's separate written policy goes beyond statutory language in explaining the grounds for termination. –and– If the sponsor terminated a contract during the review year, the sponsor submitted evidence of following statutory requirements and its written policy for termination.	2-Point Requirements –and– The sponsor has written procedures, beyond the Department's closing procedures, to be followed if termination occurs. –and– The sponsor submitted evidence that it communicated the written policies and procedures for termination before Sept. 30 of the review year. –and– If the sponsor terminated a contract during the review year, the sponsor submitted evidence of following its written procedures.	3-Point Requirements –and– 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.

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.

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 (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. For the 2-point and 3-point requirements of this standard, the sponsor also must submit evidence for all schools whose contracts were terminated during the 2019-2020 review year.

SPONSORS THAT DID NOT TERMINATE ANY SCHOOLS DURING THE 2019-2020 REVIEW YEAR MUST UPLOAD A MEMO STATING A PORTION OF THIS STANDARD IS NOT APPLICABLE AND WHY.

☐ Evaluators: Check this box if the sponsor did not terminate any schools during the 2019-2020 review 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 definitions of "guidance," "policy," "procedures," "process" and "review year."

FAILURE OF THE SPONSOR TO INCLUDE LANGUAGE IN ITS CONTRACT WITH EACH OF ITS SELECTED SCHOOLS REGARDING THE SPONSOR'S 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
For each of its selected schools, the sponsor includes language in each contract regarding the sponsor's obligation to oversee community school closure, –but– 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. –and/or– 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.	For each of its selected schools, the sponsor includes language in each contract regarding the sponsor's obligation to oversee community school closure. –and– For each of the sponsor's schools that closed during the review year, the sponsor submitted evidence of the following: - Informing parents; - Transitioning student records. –and– 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.	2-Point Requirements –and– The sponsor submitted evidence that it has a closure policy that was adopted by its governing board and was in effect by Sept. 30 of the review year. –and– The policy and procedures 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 a school year" (ORC 3314.023(F)); - Disposition of school funds and assets; - Submission of Closing Assurances.	3-Point Requirements –and– The sponsor submitted its own closure procedures, apart from the Department's closure guidance and procedures that specify the steps necessary to complete the Department's Closing Assurances Form and outlines the responsibilities of all the following: • Sponsor; • School governing authority; • School staff; • School treasurer; • Management company (if applicable). –and– 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 were offered assistance in finding a new school.

SPONSORS THAT DID NOT CLOSE ANY SCHOOLS DURING THE 2018-2019 AND/OR THE 2019-2020 REVIEW YEAR MUST UPLOAD A MEMO STATING A PORTION OF THIS STANDARD IS NOT APPLICABLE AND WHY.

☐ Evaluators: Check this box if the sponsor did not close any schools during the 2019-2020 review 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 2018-2019 review 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.

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 (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. For the 1-point, 2-point, 3-point and 4-point requirements of this standard, the sponsor also must submit evidence for all schools that closed during the 2018-2019 review year and the 2019-2020 review year.

E.06 Renewal Reviewer Protocols: For schools seeking to renew, reviewers carefully and consistently examine renewal materials and the results of the high-stakes review.

Key Indicators:

- The sponsor has specific protocols for evaluating contract renewal that include a rubric with renewal criteria.
- The renewal rubric takes into account a high-stakes review that aligns to the performance framework in the contract.
- The results of the high-stakes review are evaluated and account for at least 67 percent of contract renewal scoring.
- The rubric identifies the lowest possible points that a school must earn to have its contract renewed.
- The protocols require each reviewer to score and document the rating for each selection criteria.
- Reviewers are trained on the protocols prior to reviewing contract renewals.

***Please refer to the Glossary of Definitions located at the beginning of this document for the definitions of "protocol," "rubric," "high-stakes review" and "performance framework" and "review year."

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

1 Point	2 Points	3 Points	4 Points
The sponsor submitted evidence of written protocols for evaluating contract renewal. –or– There is evidence that reviewers receive training on the protocols.	The sponsor submitted evidence of written protocols for evaluating and scoring individual renewal criteria and the results of the high-stakes review that aligns with the performance framework. –and– There is evidence that reviewers receive training on the protocols.	2-Point Requirements –and– The sponsor's submitted written protocols for evaluating contract renewal include a rubric (per the definition contained in this Quality Rubric) for all renewal criteria and the high-stakes review results. –and– The sponsor's rubric includes a cut score that identifies the lowest possible points the school must earn to have its contract renewed. –and– New reviewers receive training on the protocols and rubrics.	3-Point Requirements –and– The sponsor submitted evidence it requires each reviewer to individually score and document the rating for each renewal criteria. –and– All reviewers receive training on the protocols and rubrics annually, which includes reviewer calibration. –and– The results of the high-stakes review are evaluated and account for at least 67 percent of contract renewal scoring.

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 2019-2020 REVIEW YEAR MUST UPLOAD A MEMO STATING A PORTION OF THE STANDARD IS NOT APPLICABLE AND WHY.

☐ Evaluators: Check this box if the sponsor did not have any schools up for renewal during the 2019-2020 review year. Such sponsors are evaluated only on the renewal application review protocols portion of this standard and not evaluated on the training portion.

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 technical 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 definitions of “technical assistance,” “needs assessment,” “process” and “survey.”

FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF PROVIDING TECHNICAL ASSISTANCE TO ITS SCHOOLS WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.

1 Point	2 Points	3 Points	4 Points
The sponsor submitted evidence it provides technical assistance to its schools.	1-Point Requirements –and– The sponsor submitted evidence it solicits information about the technical assistance needs of its schools through a needs assessment.	2-Point Requirements –and– The sponsor submitted evidence it solicits feedback on the quality and impact of the technical assistance that it provides to its schools 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 schools.

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 (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.

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 schools of changes to rule, law and/or policy that impact the community school operations.
- The sponsor provides an annual training to assist its schools 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 definitions of "policy" and "guidance."

FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF UPDATING ITS SCHOOLS 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
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, –but– The sponsor did submit evidence of directing its schools to another source.	The sponsor submitted evidence of providing schools with written guidance on changes in rule, law and/or policy that impact community school operations, –but– The sponsor did not submit evidence of doing so on a regular basis (for example, semi-annually, three times a year, quarterly).	The sponsor submitted evidence of having a regular publication (for example, semi-annually, three times a year, quarterly) with written guidance on changes in rule, law and/or policy that impact community school operations.	3-Point Requirements –and– The sponsor submitted evidence it provides an annual training to assist its schools in understanding changes in rule, law and policy that impact community school operations.

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 (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.

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 schools 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 of "needs assessment."

FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF SHARING PROFESSIONAL DEVELOPMENT OPPORTUNITIES WITH ITS SCHOOLS WILL RESULT IN THE SPONSOR RECEIVING 0 POINTS FOR THIS STANDARD.

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

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 (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.

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 of "guidance."

FAILURE OF THE SPONSOR TO SUBMIT EVIDENCE OF ATTENDING AT LEAST ONE SCHOOL GOVERNING AUTHORITY MEETING OR TO SUBMIT 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
The sponsor submitted evidence of attending one school governing authority meeting –or– There is evidence the sponsor communicates with and/or provides guidance to its schools' governing authorities beyond monthly financial and enrollment reviews.	The sponsor submitted evidence of attending one governing authority meeting per school. –and– There is evidence the sponsor communicates with and/or provides guidance to its schools' governing authorities beyond monthly financial and enrollment reviews.	The sponsor submitted evidence of attending two governing authority meetings per school. –and– There is evidence the sponsor communicates with and provides guidance to its schools' governing authorities at least quarterly, beyond monthly financial and enrollment reviews.	The sponsor submitted evidence of attending three or more governing authority meetings per school. –and– There is evidence the sponsor communicates with and provides guidance to its schools' governing authorities at least quarterly, beyond monthly financial and enrollment reviews.

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 (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.