

**CRITERIA FOR ASSESSING THE ABILITY OF A SPONSOR TO  
SUCCESSFULLY SPONSOR A COMMUNITY SCHOOL IN  
THE MUNICIPAL SCHOOL DISTRICT**

***ORC 3311.87 School sponsorship; assessment of district and community schools.***

*(A)(2) Criteria for assessing the ability of a sponsor to successfully sponsor a community school in a municipal school district.*

- 1. Oversight capacity and track record to oversee a portfolio of high-performing community schools, including:**
  - A. Clear mission and vision for quality authorizing.
  - B. Governing board, leadership and staff committed to community school excellence and the principles of quality authorizing.
  - C. Resources necessary to execute the mission and vision for quality authorizing, including personnel and financial resources dedicated to the oversight of high-quality schools.
  - D. Evidence that high-stakes decisions—sponsorship, renewal, revocation and closure—are based on objective school performance measures.
  
- 2. Process for evaluating new community school applications and making sponsorship decisions, including:**
  - A. Application packet or Request for Proposals (RFP) document that requires applicants to articulate:
    1. School mission and vision.
    2. Education plan.
    3. Operational plan.
    4. Business plan.
    5. Capacity and track record.
  - B. Criteria/rubric used for sponsorship decision-making that aligns with the RFP and accounts for the applicant’s capacity to implement the proposed school design.
  - C. Processes and procedures for evaluating new school applications, including evaluation of the written application and face-to-face interview with the applicant.

D. Documentation of the sponsor's adherence to ORC 3311.87 (A)(1) *Objective criteria to be used by a sponsor to determine if it will sponsor new community schools located within the municipal school district. Beginning with any community school that opens after July 1, 2013, each sponsor shall use the criteria established under this division to determine whether to sponsor a community school in the municipal district:*

1. The school's proposed mission, vision and educational philosophy are clearly articulated and demonstrate a design for the school that will likely lead to successful student outcomes within the municipal school district, tied to the district's student populations and the communities it serves.
2. The school's intended market, location and instructional design are clearly articulated and demonstrate a likelihood of educational and financial success. Specifically, the school's intended student population, market needs, school location and instructional program design are tied to the needs of the district's student populations and the communities it serves.
3. The school's process for vetting and hiring a school leadership team is likely to result in high-quality leaders who are capable of implementing the design for the school, with ongoing accountability to the governing authority.
4. The rubric the sponsor uses demonstrates alignment with the National Association of Charter School Authorizers school standards and principles for quality authorizers, in evaluating a new school application.

E. Adequate training, capacity and expertise of those reviewing applications and avoidance of conflicts of interest.

**3. Agreement to come to a formal contract between the sponsor and each community school, including:**

- A. Relationship, rights and responsibilities of both parties, including the term length of the contract.
- B. Measures related to governance board performance and stewardship of the community school.
- C. Clear, measurable, rigorous and attainable operational and financial performance standards and legal compliance to which the community school will be held accountable.
- D. Clear, measurable, rigorous, and attainable academic performance standards that surpass minimum standards required by rule and law to which the community school will be held accountable, including the following indicators of student performance:
  1. Proficiency rates on state assessments for all students and by subgroups.
  2. Student academic growth.
  3. Graduation rates.
  4. Attendance.

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- 5. Post-secondary enrollment (for high schools).
  - 6. Student performance on other valid and reliable assessments as articulated in the contract.
- E. Source of the data that will be collected as part of the community school's evaluation process, including state-mandated and other standardized assessments, internal assessments, qualitative reviews and/or performance comparisons with other public schools in the district and state, as well as how frequently those data will be reported by the community school.
  - F. Process for amendment and modification of the contract in support of higher achievement or to ensure compliance.
  - G. Evidence of a required high-stakes review prior to contract renewal or at least every five years for extended contracts.
  - H. Standards, criteria, and conditions for community school renewal, intervention, revocation, probation, suspension and closure.
  - I. Regularly scheduled assessment of contract language to ensure consistency with changes in state and/or federal law.
  - J. Sponsor's fee for community school oversight and monitoring, including a statutory listing of the duties of the sponsor that clearly defines the sponsor's responsibilities and fees related to oversight and monitoring.
4. **Systems, tools and procedures for ongoing school oversight and evaluation, including:**
- A. Alignment of oversight and evaluation systems, tools and procedures with the community school's contract.
  - B. Assurance that the community school's autonomy is maintained, to the extent permitted by law.
  - C. Collection of data and assessment of academic, operational and financial performance and legal compliance, including:
    - 1. Review and provision of monthly feedback on the enrollment and financial records of the school to provide timely intervention when problems arise.
    - 2. Monitoring of all revenue sources against the school's annual budget.
    - 3. Employment or contractual relationship with a licensed school treasurer or equivalent to conduct financial reviews and attend the school's closing audit conference.
    - 4. Resolution of issues identified in a school's annual audit by the Auditor of State, including findings for recovery, issues of material non-compliance, etc.
    - 5. Follow-up engagement with schools to measure the school's progress in ensuring that similar findings are avoided, with or without a formal Corrective Action Plan.

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- D. Analysis—during an onsite review—of data collected from a variety of stakeholders including governing board members, administrators, teachers, students, parents and, if applicable, staff from the management company. This should include:
    - 1. Providing the school with a report detailing the information collected and identifying areas of strength and areas needing improvement, based upon information collected at the review and throughout the year.
    - 2. Requesting and reviewing status updates pertaining to any areas needing improvement.
  - E. Issuance of an annual report to each community school and the public summarizing the school’s performance and compliance to date, including sponsor actions such as intervention, revocation, renewal and closure.
  - F. Maintenance of frequent, specific and informative communications regarding the school’s operations to both the school operator and governing authority.
  - G. Engagement with external sources to complete particular aspects of work when existing staff do not have the range of expertise needed.
- 5. Capacity and track record to provide ongoing technical assistance to schools, including:**
- A. Proactive and high-quality technical assistance, intended to improve academic, operational and financial performance and legal compliance and to prevent problems from arising in the community schools it sponsors.
  - B. Regular assessment and solicitation of information about the technical assistance needs of schools and regular solicitation of feedback on the quality and impact of technical assistance provided to the schools.
  - C. Continual and timely updates to schools about changes to rule and law that affect the schools’ operations.
  - D. Promotion of high-quality professional development for its schools and provision of multiple sources of information about professional development opportunities.
  - E. Productive working relationship with schools’ governing authority members (as evidenced, in part, by frequent communication) and clear separation, documentation, delineation and respect for roles and responsibilities of the authorizing staff and the governing authorities of the community schools.
  - F. For schools entering into a partnership agreement with the municipal school district, technical assistance to assist the community school in excelling under the partnership agreement elements, including changes in Ohio Department of Education compliance requirements and deadlines; professional development opportunities and requirements; and other changes in law, processes, or other expectations and opportunities.
- 6. Formal processes for community school renewal and revocation, including:**

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- A. Process, timing, tools, resources and format by which reviews for renewal are conducted and specific detail regarding how the process aligns with the school contract and state law.
  - B. Specific performance standards utilized in the renewal review process, including academic, operational and financial performance and legal compliance expectations and measurements over the life of the community school contract.
  - C. Evidence that renewals are granted only to community schools that have substantially met the standards and targets stated in the community school’s contract and/or have a measurable demonstrated track record of success leading towards the standards and targets stated in the community school contract.
  - D. Evidence that renewals are not granted to community schools that have failed to demonstrate adequate success; are not based on promise of future improvement or political or community pressure; and that short-term renewals are not granted to avoid high stakes reviews.
  - E. Processes, procedures, timeline, roles and responsibilities of all parties in the event of school closure, including explicit description of the planning, communication and activity to assist students and families identify and enroll in alternate school options in such an instance.
- 7. Demonstrated record in achieving student success in sponsored schools, indicative of the following criteria.**
- A. The sponsor’s overall performance index score and composite Value-Added measure for all sponsored schools; individual performance index scores and composite Value-Added measures for each sponsored school in Ohio; individual performance index scores and composite Value-Added measures for each sponsored school within the municipal school district.
  - B. Metrics comparing success measures of the sponsor’s schools to other schools in the municipal school district.
  - C. Performance analyses comparing the sponsor’s schools located in the municipal school district to municipal school district buildings with similar student demographics by:
    1. Grade level.
    2. Race and ethnic group.
    3. Gender.
    4. Students with disabilities.
    5. English language learners.
    6. By sub-groups identified in legislation, and sub-groups formed by various lengths of sustained enrollment in the same school, if not already legislatively identified.