

**CLEVELAND TRANSFORMATION ALLIANCE
2019 SPONSOR APPLICATION**

BACKGROUND

Cleveland’s Plan for Transforming Schools was adopted in 2012 by City of Cleveland Mayor Frank Jackson, the Cleveland Metropolitan School District, the Cleveland Teachers Union, philanthropy, business, elected officials, civic leaders and community organizations. Its goal is to ensure every child in Cleveland attends a high-quality school and every neighborhood has a multitude of great schools from which families can choose. The plan is built upon growing and expanding the number of excellent schools in Cleveland—district and charter—and holding schools to the highest standards as they work in partnership to create dramatic student achievement gains for every child. The Cleveland Plan is supported by House Bill 525, signed into law in July 2012, which made sweeping changes to state law around district autonomy and flexibility, employment policies and practices, and charter school quality and collaboration. The Cleveland Plan has four major components:



In November 2012, Mayor Jackson established the Cleveland Transformation Alliance, a public-private partnership responsible for ensuring accountability for all public schools in the city. The Alliance’s board of directors is comprised of a highly committed group of community leaders that represent the school district, partnering charter schools, parents, educators, nonprofits, business and foundations. The mayor serves as the chairperson of the board of directors. The Alliance has four interdependent roles:

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- ◆ *Ensure fidelity to the Cleveland Plan:* The Alliance monitors, assesses and reports on the implementation of the Cleveland Plan and its impact on Cleveland's children.
- ◆ *Assess the quality of all district and charter schools in Cleveland:* The Alliance reports on school quality information based on academic performance data from state and local measures, school provided information and community ratings, and publishes an annual *School Quality Guide* and interactive website for families and the community.
- ◆ *Communicate to families about quality school options in Cleveland:* The Alliance empowers families to make informed choices through regular communications about school quality and works to build parent and community advocates for high-quality schools.
- ◆ *Monitor charter sector quality and growth:* The Alliance works to ensure new and existing public charter schools in Cleveland reflect high-quality educational standards.

ALLIANCE AUTHORITY

The Alliance has statutory authority to review and recommend to the Ohio Department of Education what sponsors should be permitted to sponsor new charter (community) schools in the municipal school district.

ORC 3311.86 Municipal school district transformation alliance

(E) Divisions (E)(1) to (3) of this section apply to each community school sponsor that is subject to approval by the department under section 3314.015 of the Revised Code whose approval under that section is granted, renewed, or extended on or after October 1, 2012. Divisions (E)(1) to (3) of this section do not apply to a sponsor that has been approved by the department prior to that date, until the sponsor's approval is renewed, granted anew, or extended on or after that date.

(1) Before a sponsor to which this section applies may sponsor new community schools in an alliance municipal school district, the sponsor shall request recommendation from the alliance to sponsor community schools in the district.

(2) The alliance shall review the sponsor's request and shall make a recommendation to the department based on the standards for sponsors developed under division (A)(2) of section 3311.87 of the Revised Code.

(3) The department shall use the standards developed under division (A)(2) of section 3311.87 of the Revised Code, in addition to any other requirements of the Revised Code, to review a sponsor's request and make a final determination, on recommendation of the alliance, of whether the sponsor may sponsor new community schools in the alliance municipal school district.

No sponsor shall be required to receive authorization to sponsor new community schools under division (E)(3) of this section more than one time.

Through this sponsor application, the Alliance is seeking evidence of high-quality sponsorship and commitment to the Cleveland Plan. Sponsors must demonstrate that they both meet

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Alliance criteria to successfully sponsor a charter school in the municipal school district and that they use Alliance criteria to determine whether they will sponsor any individual school in the municipal school district. This adherence to quality authorizing standards will support the Alliance’s efforts to ensure every child in Cleveland attends a high-quality school and every neighborhood has a multitude of great schools from which families can choose.

APPLICATION PROCESS

A sponsor that has not been previously reviewed by the Alliance and which seeks to sponsor new community schools in the municipal school district must complete this application and submit it electronically with the subject “Transformation Alliance 2019 Sponsor Application” to catherine.smith@clevelandta.org by **January 31, 2020**. To be considered for review, a sponsor must provide all requested information and documentation. Please ensure that all documents are clearly labeled, paginated and submitted in Microsoft compatible Word or Excel files, or in Adobe readable (.pdf) files. Label all documents, exhibits, etc. with the section number of the application for which it is being submitted. After receipt and review of the application, the Alliance will schedule an interview in Cleveland with the sponsor to discuss questions that arise from the review of the application and to assess the capacity and track record of the applicant and its commitment to the goals of the Cleveland Plan. The Alliance will submit its sponsor letter of recommendation to the Ohio Department of Education (ODE) by **March 15, 2020**.

REVIEW

Each sponsor application will be reviewed by a minimum of three individuals designated by the Transformation Alliance’s board of directors, including the executive director and other key staff. Based on the application contents and the applicant interview, numeric ratings will be assigned by each reviewer and aggregated to determine the cumulative application score. Applications and scores are public documents and will be made available upon request after the process is complete. The rating score is as follows:

Numeric Rating	Qualitative Rating	Standard
4	Exemplary	Content exceeds Transformation Alliance requirements and principles for quality authorizing.
3	Well Developed/ Satisfactory	Content meets Transformation Alliance requirements and principles for quality authorizing.
2	Incomplete/Does Not Fully Meet Standard	Content partially meets some Transformation Alliance requirements and principles for quality authorizing.
1	Unsatisfactory	Content fails to meet Transformation Alliance requirements and principles for quality authorizing.

Questions regarding this application process can be directed to Catherine Smith, Program Manager at catherine.smith@clevelandta.org or 216.592.2420.

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APPLICANT INFORMATION

Organization Name	
EIN	
Primary Contact Name	
Primary Contact Title	
Primary Contact Email	
Street Address	
City, State, Zip Code	
Phone Number	
Website	

In addition to the above information, please provide:

1. Copy of IRS 501(c)3 determination letter.
2. Copy of the most recent 990.
3. Copy of most recent, signed audit management letter or equivalent annual financial review reflecting financial solvency.
4. Complete list of current board members. Include name, title, role on the board, address, primary area of expertise (e.g. K–12 education, real estate, finance, development, etc.), date appointed to the board, and term expiration date, if applicable.
5. Organizational chart, including names and titles, as well as a brief description of each role involved in community school sponsorship.
6. Operating budget for the current and prior fiscal year and, if approved by the board, next fiscal year.
7. List and report card ratings of all sponsored schools in Ohio, including schools no longer sponsored by your organization. Provide a table with school name (as registered with ODE), complete address, most recent enrollment count, most recent ODE report card ratings, year sponsorship began, year sponsorship renewed (if applicable), Corrective Action Plan status (if applicable), and year sponsorship ended (if applicable).
8. List of all school(s) you plan to sponsor and open for the 2020–21 school year. Provide complete address or proposed location, target enrollment and opening date. For each school in the municipal school district, articulate the reasons for the selected educational model, location, target enrollment and staffing plan.

Numeric Rating	Qualitative Rating	Standard
2	Complete	The sponsor’s application provides all data requested in the correct format with a well-articulated school opening plan.
1	Incomplete	The sponsor’s application provides some data requested, but submission is incomplete or inaccurate, or out of date. No detail regarding the school opening plan is provided.

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**SECTION 1: OVERSIGHT CAPACITY AND TRACK RECORD TO OVERSEE
A PORTFOLIO OF HIGH-PERFORMING COMMUNITY SCHOOLS**

CRITERIA FOR SECTION 1

Successful community school sponsorship in the municipal school district is based in large part on a sponsor's capacity and track record to oversee a portfolio of high-performing community schools. Please describe/provide the following:

- A. Clear mission and vision for quality authorizing. In 500 words or less, describe your organization's work in the past five years and articulate the standards for quality authorizing through mission and vision. You may include such information as mission, vision, goals, theory of change, success measures and communities served.
- 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. Such evidence may be demonstrated by organizational charts, staff resumes, 990s, financial statements, etc.
- D. Evidence that high-stakes decisions—sponsorship, renewal, revocation and closure—are based on objective school performance measures. If applicable, describe a circumstance when the sponsor has exercised judicious and fair decision-making regarding renewal, revocation and closure of schools.

STANDARDS FOR SECTION 1

Numeric Rating	Qualitative Rating	Standard
4	Exemplary	The sponsor’s mission and vision align with the Cleveland Plan. The sponsor’s application demonstrates sufficient details on its level of resources, including human resources and financial capacity, to support quality chartering efforts within the municipal school district. The sponsor demonstrates a track record of making high-stakes, objective, performance-based decisions as needed.
3	Well Developed/ Satisfactory	The sponsor’s application demonstrates a capacity and track record to execute activities associated with quality sponsorship. The sponsor outlines its governance structure and decision-making process. The sponsor demonstrates how school-based data is used to make effective and appropriate decisions.
2	Incomplete/Does Not Fully Meet Standard	The sponsor’s application does not sufficiently demonstrate a clear vision for quality chartering and fails to demonstrate an adherence to basic national standards and the Cleveland Plan. The sponsor fails to present compelling evidence indicating it retains the sufficient human or financial resources necessary to meet expectations of a sponsor of schools in the municipal school district.
1	Unsatisfactory	The sponsor’s application minimally addresses questions and fails to provide sufficient evidence regarding the organization’s history or capacity to meet expectations of a sponsor of community schools in the municipal school district. The application fails to detail an awareness of national sponsorship standards or expectations.

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**SECTION 2: PROCESS FOR EVALUATING NEW COMMUNITY SCHOOL
APPLICATIONS AND MAKING SPONSORSHIP DECISIONS**

CRITERIA FOR SECTION 2

Each community school sponsor should have a clear, effective process for evaluating new community school applications in order to make an informed decision about sponsorship. Please describe/provide the following:

- 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.

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STANDARDS FOR SECTION 2

Numeric Rating	Qualitative Rating	Standard
4	Exemplary	The sponsor’s application demonstrates a commitment to using all Transformation Alliance criteria to determine whether or not it will sponsor a new school in the municipal school district. The sponsor has a commitment to rigorous and consistent standards of quality and supports quality new school applicants whose intended outcomes align with the Cleveland Plan. The sponsor demonstrates rigor and methods to ensure only schools demonstrating the capacity and alignment between the mission, vision, and educational, financial, and organizational plans are approved for sponsorship.
3	Well Developed/ Satisfactory	The sponsor’s application outlines a willingness to use some Transformation Alliance criteria to determine whether or not it will sponsor a new school in the municipal school district. The sponsor applicant demonstrates a mindset centered on rigorous and consistent standards of quality.
2	Incomplete/Does Not Fully Meet Standard	The sponsor’s application does not demonstrate a willingness to use the Transformation Alliance criteria to determine whether or not it will sponsor a new school in the municipal school district. The sponsor demonstrates some adherence to consistent standards of quality.
1	Unsatisfactory	The sponsor’s application fails to establish any meaningful criteria for the review of proposed academic goals for rigor or alignment with Transformation Alliance criteria. The application does not demonstrate the capacity of the sponsor to effectively evaluate community school applications for alignment of mission, vision and educational philosophy.

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**SECTION 3: AGREEMENT TO COME TO A FORMAL CONTRACT BETWEEN THE
SPONSOR AND EACH COMMUNITY SCHOOL**

CRITERIA FOR SECTION 3

Sponsors are required to arrive at a formal contract with each community school it sponsors, which should highlight the language and criteria detailed below. Provide a copy of the standard contract currently in use, if applicable, or a proposed sample contract if no schools are currently sponsored. Additionally, please describe/provide the following:

- 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.
 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.

STANDARDS FOR SECTION 3

Numeric Rating	Qualitative Rating	Standard
4	Exemplary	The sponsor’s contract addresses all criteria, items A–J, in a detailed manner that has been successfully utilized based on the sponsor’s track record.
3	Well Developed/ Satisfactory	The sponsor’s contract addresses all criteria, items A–J, but has yet to be utilized.
2	Incomplete/Does Not Fully Meet Standard	The sponsor’s contract articulates some criteria, items A–J, but not all and/or some criteria may not be satisfactory.
1	Unsatisfactory	The sponsor’s contract does not comply with the essential criteria.

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**SECTION 4: SYSTEMS, TOOLS AND PROCEDURES FOR
ONGOING SCHOOL OVERSIGHT AND EVALUATION**

CRITERIA FOR SECTION 4

Sponsors must have the systems, tools and procedures for ongoing school oversight and evaluation. Please describe/provide the following:

- 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.
- 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.

STANDARDS FOR SECTION 4

Numeric Rating	Qualitative Rating	Standard
4	Exemplary	The sponsor’s application clearly describes the systems, tools, and procedures for ongoing school oversight and evaluation. The sponsor’s approach and resources related to oversight articulate high standards for quality for each delineated request and ensures compliance for each of its schools.
3	Well Developed/ Satisfactory	The sponsor’s application clearly describes the systems, tools, and procedures for ongoing school oversight and evaluation.
2	Incomplete/Does Not Fully Meet Standard	The sponsor’s application partially describes the systems, tools, and procedures for ongoing school oversight and evaluation. Gaps in type and quality of oversight provided are apparent. School reporting exists, but may lack specificity.
1	Unsatisfactory	The sponsor’s application fails to describe the systems, tools, and procedures for ongoing school oversight and evaluation. The sponsor does not engage external resources as needed. School reporting is inconsistent or incomplete.

**SECTION 5: CAPACITY AND TRACK RECORD TO PROVIDE
ONGOING TECHNICAL ASSISTANCE TO SCHOOLS:**

CRITERIA FOR SECTION 5

Sponsors must have the capacity and track record, if applicable, to provide ongoing technical assistance to schools. Please describe/provide the following:

- 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, regular communications and 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.

STANDARDS FOR SECTION 5

Numeric Rating	Qualitative Rating	Standard
4	Exemplary	The sponsor’s application demonstrates compelling capacity and track record of providing ongoing, proactive, high-quality technical assistance to schools. The sponsor regularly solicits and assesses feedback from sponsored schools and promotes high-quality professional development. A working relationship with each school’s governing authority is in place.
3	Well Developed/ Satisfactory	The sponsor’s application demonstrates some ongoing, proactive, high-quality technical assistance to schools. The sponsor solicits and assesses feedback from sponsored schools and promotes high-quality professional development. An active relationship with each school’s governing authority is in place.
2	Incomplete/Does Not Fully Meet Standard	The sponsor’s application demonstrates inconsistent quality technical assistance to schools. The sponsor inconsistently recommends high-quality professional development. A working relationship with school’s governing authority is in place, but is not productive in all cases.
1	Unsatisfactory	The sponsor’s application does not demonstrate effective technical assistance to schools. The sponsor does not solicit feedback from sponsored schools and does not actively promote professional development. The relationship with each school’s governing authority is inactive.

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**SECTION 6: FORMAL PROCESSES FOR COMMUNITY SCHOOL
RENEWAL AND REVOCATION**

CRITERIA FOR SECTION 6

Formal processes for charter renewal and revocation must exist for all community school sponsors in Cleveland. Please describe/provide the following:

- 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.

STANDARDS FOR SECTION 6

Numeric Rating	Qualitative Rating	Standard
4	Exemplary	The sponsor’s application demonstrates a formal, complete, rigorous process for charter renewal and revocation driven by the evaluation of academic, operational and financial performance and legal compliance. In the event of a school closure, processes, procedures, timeline, roles and responsibilities are considered. Explicit planning, communication and activities to assist students and families identify and enroll in alternate schools exist.
3	Well Developed/ Satisfactory	The sponsor’s application demonstrates a complete process of charter renewal and revocation. In the event of a school closure, processes, procedures, timeline, roles and responsibilities are considered. Planning, communication and activities to assist students and families identify and enroll in alternate schools exist.
2	Incomplete/Does Not Fully Meet Standard	The sponsor’s application demonstrates partial consideration for the process of charter renewal and revocation. In the event of a school closure, some processes, procedures, timeline, roles and responsibilities are considered. Planning, communication and activities to assist students and families identify and enroll in alternate schools are limited.
1	Unsatisfactory	The sponsor’s application does not demonstrate consideration for the process of charter renewal and revocation. In the event of a school closure, processes, procedures, timeline, roles and responsibilities are limited. Planning, communication and activities to assist students and families identify and enroll in alternate schools are not in place.

**SECTION 7: DEMONSTRATED RECORD IN ACHIEVING STUDENT SUCCESS
IN SPONSORED SCHOOLS**

CRITERIA FOR SECTION 7

The Transformation Alliance requires a demonstrated record of student success in sponsored community schools on each of the below metrics, including comparative success at or above other schools in the municipal school district as well as sub-group performance by school at or above all other schools located in the municipal school district. Please provide the following:

- 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 demographics¹ 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.

¹ In accordance with National Association of Charter School Authorizers considerations, comparative data will include "similar" schools defined as those that:

- ◆ Serve the same grade levels and include the same level of grades tested on assessments.
- ◆ Enroll a percentage of free or reduced-price lunch (FRL) students within five percentage points of the applicant's sponsored charter school(s).
- ◆ Enroll a percentage of English Language Learners (ELL) within five percentage points of the applicant's sponsored charter school(s).
- ◆ Enroll a percentage of special education students within five percentage points of the applicant's sponsored charter school(s).

Drop-out recovery schools will be excluded from the comparison set.

STANDARDS FOR SECTION 7

Dimension 1: Performance Index Score		
Numeric Rating	Qualitative Rating	Standard
4	Exemplary	Over the past two years, the sponsor has been ranked in the top 25% of all sponsors both years. If only one year of data is available, the sponsor was ranked in the top 25% of all sponsors the most recent year.
3	Well Developed/ Satisfactory	Over the past two years, the sponsor has been ranked in the top 25% of all sponsors one year and in the second 25% of sponsors one year. If only one year of data is available, the sponsor was ranked in the second 25% of all sponsors the most recent year.
2	Incomplete/Does Not Fully Meet Standard	Over the past two years, the sponsor has been ranked in the second 25% of all sponsors one year and in the bottom 50% of all sponsors one year. If only one year of data is available, the sponsor was ranked in the third 25% of all sponsors the most recent year.
1	Unsatisfactory	Over the past two years, the sponsor has not been ranked in the top 50% of all sponsors. If only one year of data is available, the sponsor was ranked in the bottom 25% of all sponsors the most recent year.

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STANDARDS FOR SECTION 7 (CONTINUED)

Dimension 2: Value-Added		
Numeric Rating	Qualitative Rating	Standard
4	Exemplary	For <u>two</u> of the past three years the sum total percent of sponsored, rated schools meeting or exceeding composite value-added growth exceeds 50% AND 33% or more of rated schools exceed value added growth during two of the three years. If only one year of data is available, composite value-added growth exceeds 50% AND 33% or more of rated schools exceed value added growth.
3	Well Developed/ Satisfactory	For <u>two</u> of the past three years the sum total percent of rated schools meeting or exceeding composite value-added growth exceeds 50%. If only one year of data is available, composite value-added growth exceeds 50%.
2	Incomplete/Does Not Fully Meet Standard	For <u>one</u> of the past three years the sum total percent of rated schools meeting or exceeding composite value-added growth exceeds 50%. If only one year of data is available, composite value-added growth exceeds 25%.
1	Unsatisfactory	For <u>one</u> of the past three years the total percent of rated schools meeting or exceeding composite value-added growth for the previous year is between 35% and 50%. If only one year of data is available, composite value-added growth is less than 25%.

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STANDARDS FOR SECTION 7 (CONTINUED)

Dimension 3: Comparative Student Data – Demographics & Subgroups		
Numeric Rating	Qualitative Rating	Standard
4	Exemplary	For each of the last three years, all sponsored schools' Performance Index (PI) scores met or exceeded the PI scores of similar schools in CMSD for each demographic and subgroup.
3	Well Developed/ Satisfactory	For each of the last three years, 70% of sponsored schools' PI scores met or exceeded the PI scores of similar schools in CMSD for each demographic and subgroup.
2	Incomplete/Does Not Fully Meet Standard	For each of the last three years, less than 70% of sponsored schools' PI scores met or exceeded the PI scores of similar schools in CMSD for each demographic and subgroup.
1	Unsatisfactory	For each of the last three years, less than 50% of sponsored schools' PI scores met or exceeded the PI scores of similar schools in CMSD for any demographic or subgroup.

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OVERALL APPLICATION ASSESSMENT

Criteria

Rating

APPLICANT INFORMATION

Rater Comments:

SECTION 1: OVERSIGHT CAPACITY AND TRACK RECORD

Rater Comments:

SECTION 2: EVALUATING NEW SCHOOL APPLICATIONS

Rater Comments:

SECTION 3: CONTRACT BETWEEN SPONSOR AND SCHOOL

Rater Comments:

SECTION 4: ONGOING SCHOOL OVERSIGHT AND EVALUATION

Rater Comments:

SECTION 5: TECHNICAL ASSISTANCE TO SCHOOLS

Rater Comments:

SECTION 6: COMMUNITY SCHOOL RENEWAL AND REVOCATION

Rater Comments:

SECTION 7: DEMONSTRATED RECORD IN STUDENT SUCCESS

Performance Index

Value Added

Comparative Student Data

Rater Comments:

TOTAL SCORE:

Rater

Signature

Date
