

Annual Performance Report and Renewal Evaluation Rubric



Community School:	School Name:	Contract Term:	7/1/2019 -6/30/2020
Board chair:		Lead Administrator:	
ERCO Advisory Board Members:	Dr. Audley Smith	External Advisory Board Member	
	Michael Imoff	External Advisory Board Member	
	John Taracko	External Advisory Board Member	
	Nicole J. Scott	External Advisory Board Member	
	J. Leonard Harding	Internal Advisory Board Member	
	Dr. Terry Joyner	Internal Advisory Board Member	
	Sean Fraunfelter	Internal Advisory Board Member	
ERCO Performance Review Team:	J. Leonard Harding, Executive Director Aaron Kinebrew, Compliance Director Dr. Terry Joyner, Academic Performance & Accountability Director Sean Fraunfelter, CPA, School Financial Specialist David Harding, Regional Reps Director and Southwest Regional Consultant Michael Kelly, Central Regional Consultant Melissa Robinson, Northeast Regional and Special Education Consultant James Wilson, Quality and Finance Director		

Performance Dimension	Rating <i>(Rubric Attached)</i>	Score <i>(Rubric Attached)</i>	Weight	Score x Weight
Academic	→	→	30%	→
Education	→	→	20%	→
Financial	→	→	30%	→
Governance	→	→	10%	→
Operations	→	→	10%	→
Overall Performance Rating		← Total ÷ 4	← Total	0
OVERALL 3.50-4.00 = Exceeds Expectations 2.50-3.49 = Meets Expectations 2.00-2.49 = Approaches Expectations 1.00-1.99 = Does Not Meet Expectations				

Academic Performance (Traditional Schools)

The school's ACHIEVEMENT meets expectations according to the state accountability system.	
4 = Exceeds Expectations	School received the highest grade or rating (A or equivalent).
3 = Meets Expectations	School received a passing grade or rating (B or C).
2 = Approaches Expectations	School did not receive a passing grade or rating (D).
1 = Below Expectations	School identified for intervention or considered failing (F).
NR = Not applicable	Component not reported or not measured.

DOUBLE-WEIGHTED: The school's overall PROGRESS/GROWTH according to the state accountability system meets expectations.	
4 = Exceeds Expectations	School received the highest grade or rating (A or equivalent).
3 = Meets Expectations	School received a passing grade or rating (B or C).
2 = Approaches Expectations	School did not receive a passing grade or rating (D).
1 = Below Expectations	School identified for intervention or considered failing (F).
NR = Not applicable	Component not reported or not measured.

The school's GAP CLOSING performance according to the state accountability system meets expectations.	
4 = Exceeds Expectations	School received the highest grade or rating (A or equivalent).
3 = Meets Expectations	School received a passing grade or rating (B or C).
2 = Approaches Expectations	School did not receive a passing grade or rating (D).
1 = Below Expectations	School identified for intervention or considered failing (F).
NR = Not applicable	Component not reported or not measured.

The school's K-3 LITERACY according to the state accountability system meets expectations.	
4 = Exceeds Expectations	School received the highest grade or rating (A or equivalent).
3 = Meets Expectations	School received a passing grade or rating (B or C).
2 = Approaches Expectations	School did not receive a passing grade or rating (D).
1 = Below Expectations	School identified for intervention or considered failing (F).
NR = Not applicable	Component not reported or not measured.

The school's GRADUATION RATE according to the state accountability system meets expectations.		
	4 = Exceeds Expectations	School received the highest grade or rating (A or equivalent).
4-year	3 = Meets Expectations	School received a passing grade or rating (B or C).
5-year	2 = Approaches Expectations	School did not receive a passing grade or rating (D).
6-year	1 = Below Expectations	School identified for intervention or considered failing (F).
7-year	NR = Not applicable	Component not reported or not measured.

The school's PREPARED FOR SUCCESS measure according to the state accountability system meets expectations.		
	4 = Exceeds Expectations	Student data are reported in the state report card.
	3 = Meets Expectations	Not applicable
	2 = Approaches Expectations	
	1 = Below Expectations	No student data are reported in the state report card.

ACADEMIC PERFORMANCE

4 = Exceeds Expectations	Comments: "NR" on ERCO rating scale indicates that schools are working on new performance indicators and were given time to implement. * These data will be updated when available through ODE.
3 = Meets Expectations	
2 = Approaches Expectations	
1 = Below Expectations	

Education Performance (Traditional Schools)

Academic Alignment and Monitoring

Instruction and materials are aligned to state standards.	
4 = Exceeds Expectations	Instruction and materials are aligned to state content standards in 4 of 4 core subjects as evidenced by district/school content alignment documents, vendor alignment documents, instructional gap analysis report, grade level pacing
3 = Meets Expectations	Instruction and materials are aligned to state content standards in 3 of 4 core subjects as evidenced by district/school content alignment documents, vendor alignment documents, instructional gap analysis report, grade level pacing
2 = Approaches Expectations	Instruction and materials are aligned to state content standards in 2 of 4 core subjects as evidenced by district/school content alignment documents, vendor alignment documents, instructional gap analysis report, grade level pacing
1 = Below Expectations	Instruction and materials are aligned to state content standards in 1 of 4 core subjects as evidenced by district/school content alignment documents, vendor alignment documents, instructional gap analysis report, grade level pacing

School curriculum is supported with assessments, enrichments and interventions.	
4 = Exceeds Expectations	Curriculum (materials and implementation) include (3) supports: formative assessments, extensions, and interventions; in the (4) content areas of: reading, math, science, and social studies.
3 = Meets Expectations	Curriculum (materials and implementation) include (2) supports: formative assessments, extensions, and interventions; in (3) content areas: reading, math, and science or social studies.
2 = Approaches Expectations	Curriculum (materials and implementation) include (2) supports: formative assessments, extensions, and interventions; in the (2) content areas of reading and math.
1 = Below Expectations	Curriculum (materials and implementation) include less than (2) supports: formative assessments, extensions, and interventions; in the (2) content areas of reading and math.

Teachers have received professional development and/or coaching in the use of instructional standards, strategies, materials and web-based resources.	
4 = Exceeds Expectations	At least 90% of teachers, including incoming teachers hired after October, have participated in professional development on core initiatives, or have access to a coach, mentor, or partner teacher for assistance.
3 = Meets Expectations	At least 75% of teachers, including incoming teachers hired after October, have participated in professional development on core initiatives, or have access to a coach, mentor, or partner teacher for assistance.
2 = Approaches Expectations	At least 50% of teachers, including incoming teachers hired after October, have participated in professional development on core initiatives, or have access to a coach, mentor, or partner teacher for assistance.
1 = Below Expectations	Less than 50% of teachers, including incoming teachers hired after October, have participated in professional development on core initiatives, or have access to a coach, mentor, or partner teacher for assistance.

Use of Data for Instructional Monitoring and Decision Making

The school collects and uses data to determine student progress throughout the school year and over time.	
4 = Exceeds Expectations	Annual report card results are discussed. Grade-level student progress is tracked and monitored frequently in CSLT, faculty, TBT or department meetings. Evidence shows instructional decisions are driven by student data, and
3 = Meets Expectations	Annual report card results are discussed. Grade-level student progress is tracked and monitored 3-4 times per year. Evidence shows instructional decisions are driven by student data, and monitored. (Evidence: TBT/ DLT minutes, Annual report card results are discussed. Grade-level student progress is tracked and monitored 2 times per year. Evidence shows instructional decisions may not be driven by student data, and monitored regularly. (Evidence:
2 = Approaches Expectations	Annual report card results are discussed. Grade-level student progress is tracked and monitored 2 times per year. Evidence shows instructional decisions may not be driven by student data, and monitored regularly. (Evidence:
1 = Below Expectations	Annual report card results are shared. Progress monitoring is primarily conducted by individual teachers.

The school consistently monitors (adult) implementation of state standards and best practices.	
4 = Exceeds Expectations	School data (CWT data, OTES, principal notes, etc.) document strong implementation of standards and research-based practices in at least 90% of the classrooms.
3 = Meets Expectations	School data (CWT data, OTES, principal notes, etc.) document strong implementation of standards and research-based practices in at least 75% of the classrooms.
2 = Approaches Expectations	School data (CWT data, OTES, principal notes, etc.) document strong implementation of standards and research-based practices in at least 50% of the classrooms.
1 = Below Expectations	School data (CWT data, OTES, principal notes, etc.) document strong implementation of standards and research-based practices in less than 50% of the classrooms.

Instructional Environment

The school's classroom instructional environments are conducive to learning and include: positive teacher-student interactions; clear behavior expectations; active and appropriate student engagement; and availability of learning aids and supplemental resources.	
4 = Exceeds Expectations	4 elements of positive school climate are present in at least 90% of the instructional spaces.
3 = Meets Expectations	At least 3 elements of positive school climate are present in at least 75% of the instructional spaces.
2 = Approaches Expectations	At least 2 elements of positive school climate are present in at least 50% of the instructional spaces.
1 = Below Expectations	At least 1 element of positive school climate exists in at least 50% of the instructional spaces.

EDUCATION PERFORMANCE

4 = Exceeds Expectations	Comments: "NR" on ERCO rating scale indicates that schools are working on new performance indicators and were given time to implement. * These data will be updated when available through ODE.
3 = Meets Expectations	
2 = Approaches Expectations	
1 = Below Expectations	

Financial Performance

<p>The school manages cash flow and maintains reserves to cover operating expenses in the event of delays in federal, state or other funding. (See Analytic #1 of ERCO's financial viability analysis for methods of calculation.)</p>	
4 = Exceeds Expectations	<i>The school maintains reserves that will cover 60 or more days of its typical operating expenses.</i>
3 = Meets Expectations	<i>The school maintains reserves that will cover 30-59 days of its typical operating expenses.</i>
2 = Approaches Expectations	<i>The school maintains reserves that will cover 15-29 days of its typical operating expenses.</i>
1 = Below Expectations	<i>The school maintains reserves that will cover less than 15 days of its typical operating expenses.</i>
<p>The school pays toward financial obligations to creditors and vendors in a timely manner. (See Analytic #2 of ERCO's financial viability analysis for methods of calculation.)</p>	
4 = Exceeds Expectations	<i>The school's invoices are paid within 5 business days according to ERCO financial analysis.</i>
3 = Meets Expectations	<i>The school's invoices are paid within 6-20 days, according to ERCO financial analysis.</i>
2 = Approaches Expectations	<i>The school's invoices are paid within 21-49 days, according to ERCO financial analysis.</i>
1 = Below Expectations	<i>The school's invoices are after 50 or more days, according to ERCO financial analysis.</i>
<p>The school is able to pay the majority of its bills within 30 days. (See Analytic #3 of ERCO's financial viability analysis for methods of calculation.)</p>	
4 = Exceeds Expectations	<i>90-100% of the school's bills are outstanding 30 or fewer days.</i>
3 = Meets Expectations	<i>80-89% of the school's bills are outstanding 30 or fewer days.</i>
2 = Approaches Expectations	<i>60-79% of the school's bills are outstanding 30 or fewer days.</i>
1 = Below Expectations	<i>59% or less of the school's bills are outstanding 30 or fewer days.</i>
<p>The school maintains a healthy balance between the debt and monthly income. (See Analytic #4, Part 1, of ERCO's financial viability analysis for methods of calculation.)</p>	
4 = Exceeds Expectations	<i>Less than 10% of monthly income is committed to repayment of debt over 60 days outstanding.</i>
3 = Meets Expectations	<i>10-25% of monthly income is committed to repayment of debt over 60 days outstanding.</i>
2 = Approaches Expectations	<i>26-75% of monthly income is committed to repayment of debt over 60 days outstanding.</i>
1 = Below Expectations	<i>More than 75% of monthly income is committed to repayment of debt over 60 days outstanding.</i>
<p>The school has repayment plans in place to reduce outstanding debt over 60 days outstanding. (See Analytic #4, Part 2, of ERCO's financial viability analysis for methods of calculation.)</p>	
4 = Exceeds Expectations	<i>90-100% of the school's outstanding debts are on repayment plans.</i>
3 = Meets Expectations	<i>75-89% of the school's outstanding debts are on repayment plans.</i>
2 = Approaches Expectations	<i>25-74% of the school's outstanding debts are on repayment plans.</i>
1 = Below Expectations	<i>Less than 25% of the school's outstanding debts are on repayment plans.</i>
<p>The school's projected annual expenses based on YTD expenditures are closely aligned with projected annual revenue. (See Analytic #5 of ERCO's financial viability analysis for methods of calculation.)</p>	
4 = Exceeds Expectations	<i>Projected annual revenue exceeds projected annual expenses by 15% or more.</i>
3 = Meets Expectations	<i>Projected annual revenue exceeds projected annual expenses by 5-14%.</i>
2 = Approaches Expectations	<i>Projected annual revenue is up to 5% greater than or up to 5% less than projected annual expenses.</i>
1 = Below Expectations	<i>Projected annual expenses exceed projected annual revenue by 5% or more.</i>
<p>The school's financial reporting to government agencies is current and compliant, and payments to taxing agencies, workers' compensation, retirement funds, lenders, etc. are not in a state of default or delinquency. (See Analytic #6 of ERCO's financial viability analysis for details.)</p>	
4 = Exceeds Expectations	<i>All reporting and payments are current and without FTE errors.</i>
3 = Meets Expectations	<i>All reporting and payments are current, and reflect fewer than 10% FTE errors.</i>
2 = Approaches Expectations	<i>Reporting is not current, payments are not current, OR reporting reflects greater than 10% FTE errors.</i>
1 = Below Expectations	<i>Reporting is not current, payments are not current and/or reporting reflects greater than 10% FTE errors.</i>
<p>School financial reporting to the sponsor is prompt, consistent, and accurate.</p>	
4 = Exceeds Expectations	<i>Financial reports are consistently accurate and submitted by the 8th of each month.</i>
3 = Meets Expectations	<i>Financial reports are consistently accurate and submitted by the 15th of each month.</i>
2 = Approaches Expectations	<i>Financial reports are consistently accurate, but were submitted after the 15th of the month up to 3 times in the most recent year.</i>
1 = Below Expectations	<i>Financial reports are inaccurate or were submitted after the 15th of the month 4 or more times in the most recent year.</i>

FINANCIAL PERFORMANCE

4 = Exceeds Expectations	Comments:
3 = Meets Expectations	
2 = Approaches Expectations	
1 = Below Expectations	

Operations

The school-wide environment is conducive to learning.	
4 = Exceeds Expectations	<i>The school facility was consistently observed to be clean, orderly, and well-maintained. Discipline and a culture of respect for people and property were consistently observed in common areas including hallways, lunchrooms, restrooms, etc.</i>
3 = Meets Expectations	<i>The school facility was observed to be moderately clean, orderly, and well-maintained. Discipline and a culture of respect for people and property are, for the most part, exhibited in common areas including hallways, lunchrooms, restrooms, etc.</i>
2 = Approaches Expectations	<i>Up to 2 areas of the school facility were observed to be unclean, disordered, or poorly maintained. Inadequate discipline and/or disrespect for people and property were observed in common areas including hallways, lunchrooms, restrooms, etc.</i>
1 = Below Expectations	<i>3 or more areas of the school facility were observed to be unclean, disordered, or poorly maintained. Inadequate discipline and/or disrespect for people and property were clearly observed in common areas including hallways, lunchrooms, restrooms, etc.</i>

The school complies with facilities requirements.	
4 = Exceeds Expectations	<i>Not Applicable</i>
3 = Meets Expectations	<i>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the school facilities, grounds, and transportation, including but not limited to: Fire inspections and related records; Viable certificate of occupancy or other required building use authorization; Documentation of requisite insurance coverage; Safety plan; and security.</i>
2 = Approaches Expectations	<i>The school failed to comply with the above responsibilities, or did not do so in a timely manner, but promptly and adequately addressed or corrected deficiencies to the satisfaction of the authorizer</i>
1 = Below Expectations	<i>The school failed to comply with the above responsibilities, and did not promptly and adequately address or correct deficiencies to the satisfaction of the authorizer</i>

The school complies with health and safety requirements.	
4 = Exceeds Expectations	<i>Not Applicable</i>
3 = Meets Expectations	<i>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to safety and the provision of health-related services, including but not limited to: Appropriate response to student health concerns; Food service requirements</i>
2 = Approaches Expectations	<i>The school failed to comply with the above responsibilities, or did not do so in a timely manner, but promptly and adequately addressed or corrected deficiencies to the satisfaction of the authorizer</i>
1 = Below Expectations	<i>The school failed to comply with the above responsibilities, and did not promptly and adequately address or correct deficiencies to the satisfaction of the authorizer</i>

The school complies with reporting requirements.	
4 = Exceeds Expectations	<i>Not Applicable</i>
3 = Meets Expectations	<i>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to relevant reporting requirements to the authorizer and the Ohio Department of Education, including but not limited to: EMIS and SOES data; Attendance and enrollment reporting; Compliance and oversight; Additional information requested by the authorizer, such as CAPs, SIPs, CMPs, probationary responses, etc.</i>
2 = Approaches Expectations	<i>The school failed to comply with the above responsibilities, or did not do so in a timely manner, but promptly and adequately addressed or corrected deficiencies to the satisfaction of the authorizer</i>
1 = Below Expectations	<i>The school failed to comply with the above responsibilities, and did not promptly and adequately address or correct deficiencies to the satisfaction of the authorizer</i>

The school complies with all other obligations (specified).	
4 = Exceeds Expectations	<i>Not Applicable</i>
3 = Meets Expectations	<i>The school materially complies with all other legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to; maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act; providing access to documents maintained by the school under Ohio's Freedom of Information laws and other applicable authorities; proper and secure maintenance of testing materials; requirements from the following sources; revisions to state charter law; requirements by other entities to which the charter school is accountable such as the Ohio Department of Education and educational service centers; requirements from the sponsor, including but not limited to site visits, mandatory meeting attendance, policy revisions, participation in Ohio Department of Education informational webinars and professional development, etc.</i>
2 = Approaches Expectations	<i>The school failed to comply with the above responsibilities, or did not do so in a timely manner, but promptly and adequately addressed or corrected deficiencies to the satisfaction of the authorizer</i>
1 = Below Expectations	<i>The school failed to comply with the above responsibilities, and did not promptly and adequately address or correct deficiencies to the satisfaction of the authorizer</i>

Primary contacts (including governing board members, superintendent(s), principal(s), or designees thereof) cooperate by responding to sponsor requests within requested timeframes.	
4 = Exceeds Expectations	<i>Not applicable</i>
3 = Meets Expectations	<i>School contacts were responded within requested timeframes, and/or any delayed responses in any year of the current contract term were excused by the sponsor upon documentation of extraordinary circumstances.</i>
2 = Approaches Expectations	<i>Not applicable</i>
1 = Below Expectations	<i>School contacts were not responsive within requested timeframes on more than one documented instance in any given year of the current contract term.</i>

OPERATIONAL PERFORMANCE SCORE

4 = Exceeds Expectations	Comments:
3 = Meets Expectations	
2 = Approaches Expectations	
1 = Below Expectations	

Governance

The school complies with governance requirements and expectations.	
4 = Exceeds Expectations	<i>Not Applicable</i>
3 = Meets Expectations	<i>The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to: board policies, including those related to oversight of an Education Service Provider (ESP) or management company, if applicable; Board by-laws; State open meeting laws; code of ethics; conflicts of interest; Board composition and/or membership rules ; timely submission of approved board meeting minutes; Preparation of meeting minutes which are full and accurate record of meetings, including enough facts and information to permit the public to understand and appreciate the rationale behind the board's decisions. Members attend the required training every two years, and new board members attend within 3 months of joining the board.</i>
2 = Approaches Expectations	<i>The school failed to comply with the above responsibilities, or did not do so in a timely manner, but promptly and adequately addressed or corrected deficiencies to the satisfaction of the authorizer</i>
1 = Below Expectations	<i>The school failed to comply with the above responsibilities, and did not promptly and adequately address or correct deficiencies to the satisfaction of the authorizer</i>
The school holds academic, operations, financial, and administrative leadership accountable for performance.	
4 = Exceeds Expectations	<i>Not Applicable</i>
3 = Meets Expectations	<i>The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to oversight of school management, including but not limited to management companies, other educational service providers, treasurer, EMIS/SOES personnel.; requires annual financial reports for management companies and ESP's; performs oversight of management that includes holding it accountable for performance expectations that may or may not be agreed to under a written performance agreement</i>
2 = Approaches Expectations	<i>The school failed to comply with the above responsibilities, or did not do so in a timely manner, but promptly and adequately addressed or corrected deficiencies to the satisfaction of the authorizer</i>
1 = Below Expectations	<i>The school failed to comply with the above responsibilities, and did not promptly and adequately address or correct deficiencies to the satisfaction of the authorizer</i>
GOVERNANCE	
4 = Exceeds Expectations	<i>Comments:</i>
3 = Meets Expectations	
2 = Approaches Expectations	
1 = Below Expectations	