# Thomas B. Fordham Foundation

# 2019 Charter School Renewal Application

## Renewal Process

**Renewal Notification**

During the renewal year, schools receive a notification for renewal in July.

**Additional Renewal Information**

Each school has access to their Comprehensive Plan in Epicenter for any changes or updates to the Education, Financial or Operations and Governance sections of the plan they would like to submit. Sections updated should be listed in the Renewal Information Assurances and uploaded to Epicenter. When the school receives renewal notification from TBF, access to their Comprehensive Plan, Renewal Application Template, Renewal Evaluation Rubric and Renewal Information Assurances will be made available.

Thomas B Fordham Foundation (TBF) staff will review renewal applications and will use the Renewal Evaluation Rubric to provide evidence-based recommendations to the sponsor's board regarding renewal decisions. The renewal rubric includes both academic and non-academic measures based on contractual performance indicators for academics, finance and operations. The Renewal Evaluation Rubric is available in the available resources on our website and in Epicenter.

Every school is are required to make updates to the following portions of their Comprehensive Plan:
- Exhibit I, II and III, the school's Academic, Financial or Governance Plans
- Exhibit IX, Facilities Addendum
- Exhibit X, Blended Learning Statement (must be done annually and at renewal)

The most recent five-year forecast and three years of audited financial results will be used to complete the financial and operations portion of the performance and accountability rubric. Additional information considered would include any corrective action plans submitted to the sponsor or to the Ohio Department of Education, including the Office of Community Schools; Office of Reading and Literacy and the Office of Exceptional Children.

**Timeline for renewal**

| Renewal Application Timeline | |
|---|---|
| Renewal Notification<br><br>Information regarding the renewal process | July 2019 |
| Renewal Application<br><br>Application available in Epicenter | August 1, 2019 – September 30, 2019 |
| Renewal application review | October 1 – 15, 2019 |
| Staff recommendation made to the Fordham board | October 29, 2019 |

**Evidence-based Recommendation Scoring and Criteria**

**Academic, Financial and Operations/Governance Indicators from contract Exhibit 4 (Academic and Organizational Accountability Plan)**

| Summary Scoring Table | | | |
|---|---|---|---|
| **Points Area** | **Possible points\*** | **Points achieved** | **Total points percentage** |
| **Academic including multiple** | **26 points x 5 years =** | **__ points x __** | |

| | | | |
|---|---|---|---|
| measures of student achievement | 130 total possible points | years = ___ total points | _____ percent |
| Financial measures | 5 points x 5 years = 25 total possible points | __ points x __ years = ___ total points | _____ percent |
| Operations and governance measures including Financial Audits | 10 points x 5 years = 50 total possible points | __ points x __ years = ___ total points | _____ percent |
| Site visit reports | 1 point x 5 years = 5 total possible points | __ points x __ years = ___ total points | _____ percent |
| Total | 42 points x 5 years = 210 total possible points | __ points x __ years = ___ total points | _____ percent |

*Indicates the total possible points for a five-year contract. Contracts with terms less than five years, or offer fewer grades than Kindergarten through twelfth, will have fewer total points.

**Indicator Scoring**

To be considered for conditional renewal, the Ohio Department of Education requires that schools must meet sixty-six percent of the contractual performance indicators (as set forth in the Charter School Renewal Evaluation Rubric and Process, incorporated by reference and included at Attachment 1 herein) and to be considered for an unconditional renewal, schools must meet seventy-five percent of their contractual indicators.

**Multiple years of student achievement**

The sponsor will append the most recent governing authority annual report, which includes a report on multiple years of student achievement over the terms of the contract. Multiple years of student achievement are taken into consideration, and points assigned thereto, in the Charter School Renewal Evaluation Rubric and Process. The total points for multiple years are set forth in the Summary Scoring Table (above).

**Financial Audits**

The sponsor will append the most recent governing authority annual report includes an audit review over the term of the contract. At a minimum, the most recent three years of audits are reviewed for any findings and corrected actions. An audit indicator is included within the Operations and Governance performance indicators.

**Site Visit Reports**

The sponsor will append the most recent governing authority annual report, including a review on performance and whether the school is on track for renewal. If the school is on track for renewal for half or greater of the term of the contract, it receives one point; otherwise, it receives zero points.

**Status Reports on corrective action plans or interventions and/or other compliance reports**

The sponsor will append the most recent governing authority annual report, which includes status and follow up action required on any corrective action plans or interventions, if applicable.

## Comprehensive Plan Changes

## Exhibit I: Education Plan

### *Mission and Vision*

### A.1 Mission, Vision, and Educational Philosophy

*Applicant Instructions:*

State the school's mission and briefly present your vision for how the school will operate. Describe the school's educational foundation and the culture or ethos. Include an overview of the instructional methods and any research or experience that indicates why you have chosen to use this approach with your anticipated student population.

TYPE ANY CHANGES TO A.1 BELOW:

### A.2 Geographic Boundaries

*Applicant Instructions:*

Pursuant to 3314.03(A)(19), please describe which of the following options the school will choose.

(a) Prohibit the enrollment of students who reside outside the district in which the school is located; or,

(b) permit the enrollment of students who reside in districts adjacent to the district in which the school is located; or,

(c) permit the enrollment of students who reside in any other district in the state.

TYPE ANY CHANGES TO A.2 BELOW:

## _Education Plan_

## A.3 Curriculum and Instruction

_Applicant Instructions:_

Provide a description of the curriculum to be used by the school, including measurable objectives and subject area content and skills for each grade level.

Explain how the chosen curriculum aligns with the Ohio content standards.

Discuss the specific instructional strategies that will be relevant or necessary to ensure successful implementation of the curriculum, such as classroom-based or independent study, class size, class structure, and teaching methods. In addition, describe how the program will meet the needs of the at-risk students to be served.

Provide evidence that the proposed curriculum is research-based and has been or will be effective with the student population you plan to serve.

Describe the process the school will follow to evaluate, review and revise its curriculum.

## TYPE ANY CHANGES TO A.3 BELOW:

## A.4 Target Population

_Applicant Instructions:_

Describe the anticipated population of the school and how the proposed mission, curriculum, teaching methods and services align with the educational needs of that population. Discuss the leadership team's experience serving similar student populations.

*If there are any changes to the target population, describe the needs assessment of the school's neighborhood and student population, including market research.*

Market research should address the following:
- Analysis of student and student subgroup(s) academic needs to be served by the proposed community school which are not met by existing schools in the area or community.
- Demonstrated demand for the proposed community school (e.g., list of maps of all current school options, including capacity/seats currently available, evidence of existing wait lists or lack of capacity from existing schools, letters of commitment to the proposed school from parents, community stakeholders, etc.).
- Evidence of data collection and analysis in the following areas: real estate market (rental property, insurance rates, property taxes), availability of transportation (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.

## TYPE ANY CHANGES TO A.4 BELOW:

## A.6 Special Student Populations

*Applicant Instructions:*

Articulate the school's philosophy regarding educating special student populations, including but not limited to strategies for student recruitment, retention, and support.

Describe the school's plans for identifying and successfully serving the following students in order to comply with applicable laws and regulations: students with disabilities, students with Limited English Proficiency (LEP), homeless students, gifted and talented students.

Explain specifically:

- How these students will be identified,

- How the school will develop plans for their education,

- How their progress will be monitored, and

- How the school has budgeted and staffed to meet those responsibilities.

Explain how the school's curriculum and approach to instruction will be designed or adapted to serve those students.

## TYPE ANY CHANGES TO A.6 BELOW:

## A.7 School-Specific Goals and Objectives

*Applicant Instructions:*

Identify key academic goals and key non-academic goals for which the school plans to hold itself accountable. Explain how these performance standards align with the school's mission and proposed educational program.

Provide the school's policy and plan for reporting performance goals to parents and the public.

Well-developed goals will be SMART (i.e., specific, measurable, ambitious, attainable, relevant, time-bound).

The school-specific goals are any in addition to the Thomas B. Fordham Foundation Accountability and Performance Indicators which apply to all sponsored schools and are attached as a resource.

TYPE ANY CHANGES TO A.7 BELOW:

## A.8 School Climate and Discipline

*Applicant Instructions:*

Describe the strategies the school will employ to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals and incorporates research-based discipline practices such as positive behavior interventions.

Explain the school's student behavior philosophy. Include the discipline policy or code of conduct for both the general student population and for students with special needs.

Indicate how the school staff will be educated about, and trained to implement, the policy.

TYPE ANY CHANGES TO A.8 BELOW:

## A.9 Assessments and Intervention

*Applicant Instructions:*

All Ohio public charter schools are required to administer state assessments. Indicate any *additional* assessments the proposed charter school will administer.

Describe the school's approach to assessment. Explain how the school will evaluate progress of individual students, cohorts over time, and the school as a whole. Describe how the school will use interim assessments to gauge student learning and modify instruction. Indicate the person(s), position(s) and/or entities that will be responsible and involved in the in collection and analysis of assessment data.

Describe the school's policies and criteria for promotion and retention of students.

Describe the feedback cycle for staff.


TYPE ANY CHANGES TO A.9 BELOW:


## Exhibit II: Financial Plan

## B.1 Current Five-Year Forecast and Annual Budget
*Staff will review the most recent five year forecast and annual budget submission to Epicenter.*


## B.2 Financial Management
## *Business Plan*


State your business goals.

Describe the systems and procedures for managing the school's finances and identify the staff position(s) that will be responsible for financial oversight and management, as well as their relevant qualifications to manage this work.

Identify any vendors that will be used to support finance and operations.

If using an education management entity, staff will review the three most recent years of the entity's audited financial statements.

TYPE ANY CHANGES TO B.2 BELOW:


B.3 Transportation, Food Service, Other Partnerships


State whether the school intends to provide transportation for students. If so, describe the transportation plan for all students, including those with special needs, and explain budget revenue and expenditure assumptions.

Describe the school's plans for providing food service.

Indicate any types of health services that will be provided.

Explain any other partnerships or contractual relationships central to the school's operations or mission.


TYPE ANY CHANGES TO B.3 BELOW:


B.4 Insurance

Staff will review the insurance information submitted to Epicenter.


## **Exhibit III: Governance Plan:**
*Governance and Management Structures*

## C.1. Governing Body

*Applicant Instructions:*

Provide a brief description of the governing board, its history, and its current operation. Provide the governing board's view of the relationship between itself and the school leader and management entity (if any).

Discuss any training the board plans to obtain. Include a timetable, topics to be addressed and requirements for participation.

## TYPE ANY CHANGES TO C.1 BELOW:

## C.2 Governing Board Composition
Staff will review the governing authority roster submitted to Epicenter.

*Applicant Instructions:*

Describe the plans to recruit, train and retain board members.

## TYPE ANY CHANGES TO C.2 IN THE BOX BELOW:

## C.3 Management and Operations

*Applicant Instructions:*

Describe the organizational structure of the school and its day-to-day operation.

Explain the management roles and responsibilities of key administrators with respect to:
- Instructional leadership
- Curriculum development and implementation
- Personnel decisions
- Budgeting
- Financial management
- Legal compliance
- Any special staffing needs

Discuss how the school will handle/currently handles back office support, including state data entry.


## TYPE ANY CHANGES TO C.3 BELOW



### *Staffing Plan*
## C.4 Staffing and Human Resources

*Applicant Instructions:*

Specify plans for recruitment, selection, and evaluation for all staff – including leadership and operations positions – of the proposed charter school. Include job descriptions for all staff members, employment benefits offered, and estimated salary ranges.

Explain how the non-profit governing board and school administration will handle unsatisfactory staff performance, as well as staff turnover and leadership succession.


## TYPE ANY CHANGES TO C.4 BELOW:

## C.5 Professional Development

*Applicant Instructions:*

Describe the professional development opportunities that will be offered to teachers and staff.

Indicate the lead person responsible for developing, implementing and evaluating professional development plans.

Describe how professional development will include and support both general and special education teachers.

Explain how the professional development program is aligned with the school's pedagogy and curriculum.

Articulate how the professional development program will be evaluated to assess its effectiveness and success, and how the program will be modified to support identified teacher needs.

## TYPE ANY CHANGES TO C.5 BELOW:

## C.6 Student Recruitment and Enrollment
Staff will review the enrollment package submitted to Epicenter.

*Applicant Instructions:*

Describe the plan for recruitment and enrollment of students. Explain how the school will be publicized and marketed throughout the community to a broad cross-section of families and prospective students.

Describe the school's plans and timelines for the school's recruitment, enrollment, and admission process (including lottery).

TYPE ANY CHANGES TO C.6 BELOW:

## C.7 Community Partnerships

*Applicant Instructions:*

List community partners and how they support the school.

You should include the impact of the school on the community and students and what process was used to assess local need and provided evidence of community support.

TYPE ANY CHANGES TO C.7 BELOW:

## C.8 Parent Engagement

*Applicant Instructions:*

Explain how the school encourages family involvement to support student learning.

Discuss policies, programs, and practices to ensure parental involvement and procedures to respond to parental complaints.

TYPE ANY CHANGES TO C.8 BELOW:

## Exhibit 9: Facilities Addendum

A stipulation of which entity owns all community school facilities and property including but not limited to equipment, furniture, fixtures, instructional materials and supplies, computers, printers, and other digital devices purchased by the governing authority or operator. Any stipulation regarding property ownership shall comply with the requirements of section 3314.0210 of the Revised Code.

School facilities information must include:

(a) A detailed description of each facility used for instructional purposes;

(b) The annual costs associated with leasing each facility that are paid by or on behalf of the school;

(c) The annual mortgage principal and interest payments that are paid by the school; and

(d) The name of the lender or landlord, identified as such, and the lender's or landlord's relationship to the operator, if any.

## TYPE ANY CHANGES TO EXHIBIT 9 BELOW:

## Exhibit 10: Blended Learning Requirements

If a school operates using the blended learning model, as defined in ORC 3301.079, include all of the following information.

 a. An indication of what blended learning model or models will be used;
 b. A description of how student instructional needs will be determined and documented;
 c. The method to be used for determining competency, granting credit, and promoting students to a higher grade level;
 d. The school's attendance requirements, including how the school will document participation in learning opportunities;

e.  A statement describing how student progress will be monitored;
f.  A statement describing how private student data will be protected; and
g.  A description of the professional-development activities that will be offered to teachers.


OR The school does not operate using the blended learning model as defined in ORC 3301.079.


TYPE ANY CHANGES TO EXHIBIT 10 BELOW:

**Renewal Application Assurances**

<u>Certification</u>

By submitting, I certify there are no additional changes to be made to the school's comprehensive plan for consideration during renewal; and,

By submitting, I certify the sponsor has received the most recent staff roster, governing authority roster, school calendar and governing authority policies in Epicenter.

Name: _____

Title: _____

Date: _____

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**Attachment 1: Thomas B. Fordham Foundation Charter School Renewal Evaluation Rubric and Process**

*Instructions*

Thomas B Fordham Foundation (TBF) staff will review renewal applications and will use the following Evaluation Rubric to provide evidence-based recommendations to the sponsor's board regarding renewal

Decisions. The renewal rubric includes both academic and non-academic measures based on contractual performance indicators for academics, finance and operations. To be considered for conditional renewal, schools must meet sixty six percent of the contractual performance indicators (Exhibit IV) and to be recommended for unconditional renewal, schools must meet seventy-five percent of their contractual indicators.

TBF staff should complete the summary scoring table and narrative at the end of the evaluation rubric. Each standard where the score is "Exceeds the standard" or "Meets the standard" counts as one point; each standard the where the score is "Does not meet the standard" or "Falls far below the standard" counts as zero points and any item in the accountability plan that does not apply will not be scored or counted in the calculation.

**Exhibit 4: Academic and organizational accountability plan (K–12) and Renewal Rubric**

Pursuant to Article III of this Contract, the Academic and Organizational Accountability Plan constitutes the agreed-upon academic, financial, and organizational and governance requirements ("Requirements") that the GOVERNING AUTHORITY and SPONSOR will use to evaluate the performance of the Community School during the term of this contract. Each of these Requirements may be considered by the SPONSOR to gauge success throughout the term of this contract.

To be considered for contract renewal, the GOVERNING AUTHORITY is expected to have "achieved" the standard as specified herein, which is the SPONSOR's minimum expectation for the School. An inability to achieve minor elements of the standards may not prevent consideration of contract renewal, based on the totality of the circumstances, which will be subject to SPONSOR's sole and complete discretion. The SPONSOR will also consider the school's Local Report Card, as issued by the Ohio Department of Education and incorporated by reference herein.

All indicators are reviewed annually and are also reviewed over the term of the contract at renewal.

| Primary academic indicators | Exceeds the standard | Meets the standard | Does not meet the standard | Falls far below the standard | Points (for each year of the term of the contract) | Total points |
|---|---|---|---|---|---|---|
| PI[1] | 80% or higher | 50%–79% | 30%–49% | 29% and below | | |
| VA[2] | Greater or | Greater or | –Greater or | Greater or | | |

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[1] The PI percentage is calculated as follows: school's PI score divided by 120 (the highest possible PI score).
[2] A VA score is a statistical estimate intended to convey how much a school has contributed to student learning. A higher VA score conveys greater confidence that, on average, the school has contributed more than one standard year of academic growth; a lower

|  | equal to +2 | equal to -2 but less than +1 | equal to -2 but less than -3 | equal to to -3 |  |  |
|---|---|---|---|---|---|---|
| Graduation rate (four years) | 89% - 100% | 79% - 88.9% | 69% - 78.9%% | Below 69% |  |  |
| Graduation rate (five years) | 90%–100% | 80%–89.9% | 60%–79% | Below 69% |  |  |
| Improving At-Risk K-3 Readers | 56.6% - 78.2% | 13.2% - 56.5% | 5% - 13.1% | Below 5% |  |  |
| Performance versus local market:[3] PI | Ranked in top 20th percentile in PI score | Ranked in 70th–79th percentile in PI score | Ranked in 50th–69th percentile in PI score | Ranked in bottom 49th percentile in PI score |  |  |
| Performance versus local market: VA | Ranked in top 20th percentile in | Ranked in 70th–79th percentile in | Ranked in 50th–69th percentile in | Ranked in bottom 49th percentile in |  |  |

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VA score conveys greater confidence that the school has, on average, not contributed more than one standard year of academic growth.

[3] "Local market" includes other charter schools (excluding virtual and dropout-recovery charter schools, as designated by the ODE) in the county in which a school is located as well as comparable district schools in the charter school's serving district, as designated by the ODE.

| | VA score | VA score | VA score | VA score | | |
|---|---|---|---|---|---|---|
| Performance versus statewide charters: PI | Ranked in top 20th percentile in PI score | Ranked in 70th–79th percentile in PI score | Ranked in 50th–69th percentile in PI score | Ranked in bottom 49th percentile in PI score | | |
| Performance versus statewide charters: VA | Ranked in top 20th percentile in VA score | Ranked in 70th–79th percentile in VA score | Ranked in 50th–69th percentile in VA score | Ranked in bottom 49th percentile in VA score | | |

| Secondary academic indicators | Exceeds the standard | Meets the standard | Does not meet the standard | Falls far below the standard | Points (for each year of the term of the contract) | Total points |
|---|---|---|---|---|---|---|
| VA: Overall grade | A or B | C or D | F | NA | | |
| PI: Overall grade | A or B | C or D | F | NA | | |
| VA: Gifted | A or B | C or D | F | NA | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| VA: Disabilities | A or B | C or D | F | NA | | |
| VA: Lowest 20% | A or B | C or D | F | NA | | |
| AMOs (gap closing) | A or B | C or D | F | NA | | |
| Dual-enrollment credits | A or B | C or D | F | NA | | |
| Industry credentials | A or B | C or D | F | NA | | |
| Honors diplomas awarded | A or B | C or D | F | NA | | |
| AP score | A or B | C or D | F | NA | | |
| IB score | A or B | C or D | F | NA | | |
| College Admission Test | A or B | C or D | F | NA | | |
| School regularly administers internal growth assessment | NA | Yes | No | NA | | |
| School met a majority of its internal/mission specific goals | NA | Yes | No | NA | | |

| (section A.7 of this contract) | | | | | | |
|---|---|---|---|---|---|---|
| **Financial measures of success (current year)** | **Exceeds the standard** | **Meets the standard** | **Does not meet the standard** | **Falls far below the standard** | **Points (for each year of the term of the contract)** | **Total points** |
| Current ratio of assets to liabilities | Ratio is greater than or equal to 1.1 | Ratio is between 1.0 and 1.1; AND one-year trend is positive (current year's ratio is higher than last year's) | Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative | Ratio is less than or equal to 0.9 | | |
| Days' cash | 60 or more days' cash | Between 30 and 60 days' cash | Between 15 and 30 days; OR between 30 and 60 days' cash AND one-year | Fewer than 15 days' cash | | |

|  |  |  |  | trend is negative |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |

| Current-year enrollment variance[4] | Actual enrollment equals or is within 95% of budgeted enrollment in most recent year | Actual enrollment is 90%–95% of budgeted enrollment in most recent year | Actual enrollment is 80%–90% of budgeted enrollment in most recent year | Actual enrollment is less than 80% of budgeted enrollment in most recent year |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Financial measures of success (prior years)** | **Exceeds the standard** | **Meets the standard** | **Does not meet the standard** | **Falls far below the standard** | **Points (for each year of the term of the contract)** | **Total points** |
| Multiyear ratio of assets to liabilities[5] | Ratio is greater than or equal to 1.1 for at least the 2 most | Ratio is between 1.0 and 1.1 for at least the most | Ratio is below 1.0 for the most recent year; OR below | Ratio is 0.9 or less for the most recent year; OR is 0.9 |  |  |

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[4] The enrollment variance depicts actual enrollment divided by enrollment projection in the charter school's board-approved budget.
[5] This ratio depicts the relationship between a school's annual assets and liabilities, covering the last three years, based on the most recently audited financial statements.

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| | | | | | Points (for each year of the term of the contract) | Total points |
|---|---|---|---|---|---|---|
| | recent years | recent year | 1.0 in the 2 most previous years out of 3 years | or less in the 2 most previous years out of 3 years | | |
| Cash flow | Cash flow is positive for at least the 2 most recent years | Cash flow is positive for at least 1 of the most recent 2 years | Cash flow is not positive for at least 1 of the most recent 2 years | Cash flow is negative for any 2 consecutive years | | |
| **Operations & governance primary indicators** | **Exceeds the standard** | **Meets the standard** | **Does not meet the standard** | **Falls far below the standard** | **Points (for each year of the term of the contract)** | **Total points** |
| Records compliance[6] | 90% or higher | 79%–89% | 60%–78% | 59% or below | | |
| On-time records submission rate | 90% or higher | 79%–89% | 60%–78% | 59% or below | | |
| Financial records submitted monthly | 90% or higher | 79%–89% | 60%–78% | 59% or below | | |
| Annual audit | Two consecutive | No findings, findings for | Audit contains fewer than | Audit contains three or more | | |

[6] Represents the percentage of records reviewed that were accurate and complete during the school year.

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| | years of no findings, findings for recovery, noncompliance citations, questioned costs, or material weaknesses, as set forth in the audit | recovery, noncompliance citations, questioned costs, or material weaknesses, as set forth in the audit | three of the following: findings, noncompliance citations, questioned costs, or material weaknesses, or findings for recovery (less than $5,000 combined), as set forth in the audit | of the following: findings, noncompliance citations, questioned costs, or material weaknesses, or findings for recovery (in excess of $5,000 combined), as set forth in the audit | | |
|---|---|---|---|---|---|---|
| LEA special-education performance determination (most recent annual)[7] | Meets requirements | Needs assistance | Needs intervention | Needs substantial intervention | | |

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[7] The Individuals with Disabilities Education Improvement Act (IDEIA) requires that state education agencies make annual determinations regarding the performance of special-education programs operated by local education agencies (LEAs) that receive federal IDEA Part-B funding. In Ohio, individual charter schools are considered LEAs.

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| Operations & governance secondary indicators | Exceeds the standard | Meets the standard | Does not meet the standard | Falls far below the standard | Points (for each year of the term of the contract) | Total points |
|---|---|---|---|---|---|---|
| Five-year forecasts submitted to the ODE by statutory deadlines | | Yes | No | | | |
| Preopening assurances documentation | | Completed and available 10 days before the first day of school | Not completed and not available 10 days before the first day of school | | | |
| Annual report | | Submitted to parents and the sponsor by the last day of October | Not submitted to parents and the sponsor by the last day of October | | | |
| Safety plan and blueprint submitted within the last three years to the Ohio | | Yes | No | | | |

| Attorney General | | | | | | |
|---|---|---|---|---|---|---|
| Family-survey results | 80% or greater overall satisfaction with school | 60%–79% overall satisfaction with school | 40%–59% overall satisfaction with school | 39% or less overall satisfaction with school | | |

**Scoring and Criteria**

**Academic, Financial and Operations/Governance Indicators from contract Exhibit 4 (Academic and Organizational Accountability Plan)**

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| Site visit reports | 1 point x 5 years = 5 total possible points | __ points x __ years = ___ total points | _____ percent |
|---|---|---|---|
| Total | 42 points x 5 years = 210 total possible points | __ points x __ years = ___ total points | _____ percent |

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At a minimum, the most recent three years of audits are reviewed for any findings and corrected actions. An audit indicator is included within the Operations and Governance performance indicators.

**Site Visit Reports**

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**Status Reports on corrective action plans or interventions and/or other compliance reports**

The sponsor will append the most recent governing authority annual report, which includes status and follow up action required on any corrective action plans or interventions, if applicable.

**Training for application reviewers**

Application reviewers attend application reviewer training annually. The training takes place via a conference call and PowerPoint presentation. The presentation includes expectations, timeline, rating descriptions, and scoring.

**Staff Recommendation Narrative**

Based on the evidence, information and scoring criteria above, Fordham staff will provide a recommendation regarding renewal below.