

# Charter School Program Grant Monitoring Rubrics

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All subgrantees will be monitored through a desk review in the fall and a site visit in the spring. Depending upon the type of grant received, one of two rubrics will be used during these reviews and visits: 1) planning evaluation rubric, or 2) implementation /expansion rubric.

The indicators in the monitoring rubrics are organized in five areas:

1. Program compliance
2. Fiscal compliance
3. Grant implementation
4. Performance on goals and objectives
5. Quality practices (implementation/expansion rubric only)

Every indicator on the rubric is tied to one or more grant assurances, federal guidance, performance measures, or agreed upon procedures (AUPs) for Ohio's independent monitor.<sup>1</sup>

Each indicator has four components, which include:

1. Criteria being evaluated;
2. Documentation that the subgrantee must upload in the compliance tool for evidence;
3. Narrative questions that the subgrantee must respond to and upload into the compliance tool (if applicable); and,
4. Interview questions that the Department staff will ask during the on-site visit.

Once Department staff review the evidence, a staff person must rate the subgrantee's compliance and provide evidence for their rating. If the Department determines that the subgrantee is not in compliance on an indicator, staff must determine what additional actions are needed by the subgrantee to reach compliance, and specify a deadline by which the subgrantee must complete those actions. The Department must show evidence of follow-up with the subgrantee to ensure its

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<sup>1</sup> See the excel file labeled "indicators in the rubric.xlsx" for a complete crosswalk of the monitoring rubric and the various requirements.

compliance. The compliance system (see below) also provides space for the subgrantee to leave comments regarding the indicator to the Department.

## Ratings

Ratings are “compliant” or “non-compliant” for program, fiscal and grant implementation indicators. The ratings are “met”, “in progress”, or “not met” for performance objectives and quality practices. Subgrantees must immediately address any issues of non-compliance at the time they are discovered (e.g., ongoing fiscal monitoring, desk review or spring site visit). The Department has the discretion to conduct pop-in site visits and/or additional desk reviews if concerns arise throughout the year or numerous non-compliance issues are identified during the desk review. If the Department finds that the subgrantee is not implementing quality practices, the subgrantee will need to progress toward incorporating these quality practices to receive continued funding.

Because the Department will be using the data from this monitoring rubric to measure Ohio’s performance on the CSP grant, a numeric score will be attached to each rating.

## Program, Fiscal, and Grant Implementation Indicators

Rating	Points Earned
Compliant	1
Non-compliant	0

## Performance Objectives and Quality Practice Indicators

Rating	Points Earned
Met	1
In Progress	½
Not Met	0

For each subgrantee, the Department will aggregate the points and determine the percent of total possible points each subgrantee earned. (An annual score will be generated based upon the results of the spring site-visit.) These percentages will be used to hold the Department accountable. *(See Appendix A for the performance measures that use the monitoring rubrics.)*

## **Grant Compliance System**

While the grant, the payment processing and ongoing fiscal monitoring rely upon the Department's online e-grant system, the Comprehensive Continuous Improvement Plan (CCIP), the desk reviews, the spring site visits and corrective action plans will be contained within the Department's grant compliance monitoring system. This electronic monitoring system allows agency teams to review criteria specific to their program but also allows status, testing and corrective action to be shared agency wide. In addition, allowing both the state teams and the subgrantees to upload financial and programmatic support documentation, the system allows offices to provide and track technical assistance. For CSP, subgrantees will log into the compliance system when entering required information for the desk review and spring site-visit and annual grant activities report. The monitoring protocols will be built into the Department's compliance system.

## **Training of Department Staff and Subgrantees**

The Department will train select Office of Community Schools (OCS) staff and fiscal staff on the indicators and the process for monitoring subgrantees. All subgrantees will receive training on the monitoring process and the expectations for their compliance. The subgrantee's grant manager, governing board members and other school staff members (if applicable, independent charter management staff) are expected to be at the school and/or available for interviews during the site visit.

## **Documentation to be uploaded by the Subgrantee**

Documentation **highlighted in yellow** has already been provided to ODE through the RFA submission; therefore, the Department will pull the information into the compliance system from the CCIP. Subgrantees will not be required to upload these documents for CSP monitoring, unless something has changed in the documentation and a new copy is necessary for an accurate review.

## Program Indicators of Compliance

<p><b>Indicator P1: The subgrantee meets the federal and state definition of a "charter school." In Ohio, public charter schools are known as community schools.</b></p>		
<p><b>Criteria for the indicator:</b></p> <ul style="list-style-type: none"> <li>• Is in accordance with a specific state statute authorizing the granting of charters to schools, is exempt from significant state or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the following requirements;</li> <li>• Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;</li> <li>• Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;</li> <li>• Has a written performance contract with the authorized public chartering agency in the state that includes a description of how student performance will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school. 20 U.S.C. 7221i(1).</li> <li>• Provides a program of elementary or secondary education, or both;</li> <li>• For this grant, the school must be a site-based education school. <ul style="list-style-type: none"> <li>○ The Department defines a site-based school as a school where students primarily receive their instruction under the supervision of teachers in physical classroom settings.</li> <li>○ The Department defines general education schools as community schools serving any grades from kindergarten through 12, which also may include schools primarily serving students with disabilities.</li> </ul> </li> <li>• Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;</li> <li>• Does not charge tuition;</li> <li>• Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;</li> <li>• Complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, title II of the Americans with Disabilities Act of 1990, as amended, and part B of the Individuals with Disabilities Education Act;</li> </ul>		
<p><b>Subgrantee must upload documentation:</b></p> <ul style="list-style-type: none"> <li>• Performance Agreement or contract with its sponsor;</li> <li>• Proof of non-profit status;</li> <li>• Advertisements, pamphlets, materials, and web-site promoting new community school;</li> <li>• Charter development materials and school policies related to: <ul style="list-style-type: none"> <li>○ Admissions/enrollment policy including a lottery by-law;</li> <li>○ Autonomy and governance;</li> <li>○ Employment policy;</li> <li>○ Non-sectarian status</li> <li>○ Educational program;</li> <li>○ Non-tuition status; and</li> </ul> </li> <li>• Sponsor monitoring report.</li> </ul>		
<p><b>Subgrantee must answer these questions:</b></p> <p>1. Does the school have any selection criteria?</p>		
<p><b>Rating:</b> (Department determines.)</p>	<p><b>Compliant</b></p>	<p><b>Not Compliant</b></p>

**Indicator P2: If the school chooses to engage a charter management organization (CMO) or educational management organization (EMO), the school and its governing authority are independent of the provider, and all fees and agreements are fair and reasonable as outlined in statute.**

**Criteria for the indicator:**

- A direct representative of the applicant community school, independent of the CMO or EMO, administers the CSP grant;
- The school’s governing board is independent of the CMO or EMO and does not include members who are employees of the CMO or EMO;
- The community school has an independent attorney, accountant, and audit firm that works for the community school and not for the CMO or EMO;
- The contract between the community school and the CMO or EMO clearly describes each party’s rights and responsibilities, and specifies reasonable and feasible terms under which either party may terminate the contract (e.g., the community school does not lose the right to use facilities or the use of a curriculum);
- The fee paid by the community school to the CMO or EMO is reasonable for the type of management service provided; and
- Any other agreements (e.g., loans, leases, etc.) between the community school and the CMO or EMO are fair and reasonable, documented appropriately, align with market rates, and include terms that will not change if the management contract is terminated.

**Subgrantee must upload documentation:**

- **Approved charter contract with sponsor;**
- **All of the subgrantee’s contract with the CMO or EMO;**
- All subgrantee’s contracts related to legal, accountant, and auditing functions; and
- Documentation of market analysis and/or competitive bids with written vendor justification for the contracted CMO or EMO.

**Subgrantee must answer these questions:**

1. Does the community school have a contract with a CMO/EMO? If NO, this subgrantee will receive a rating of NA. If YES, answer the following questions:
  - a. What services does the CMO/EMO provide the school?
  - b. Does the CMO/EMO directly administer or supervise the administration of the CSP project?
  - c. What services does the CMO/EMO provide related to the CSP grant?
  - d. What amount and what proportion of the school’s operating budget are paid to the CMO/EMO on an annual basis?
  - e. Does the CMO/EMO or any of its legal affiliates own the property either being leased or purchased by the community school governing authority?

**Site visit interview questions:**

1. Describe the CMO/EMO’s role in administering the CSP grant.
2. Describe the governing board’s role in administering the CSP grant.

<b>Rating:</b> (Department determines.)	<b>Compliant</b>	<b>Not Compliant</b>	<b>Not Applicable (NA)</b>
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<b>Indicator P3: The subgrantee has adopted and implements conflict of interest policies that prevent real or apparent conflicts of interest.</b>		
<b>Criteria for the indicator:</b>		
<ul style="list-style-type: none"> <li>• The governing board has adopted and implemented a conflict of interest policy that prevents real or apparent conflicts of interest;</li> <li>• Board minutes document when a member has a real or apparent conflict of interest and the member has abstained from voting on any related business items; and</li> <li>• The school does not enter into lease/rental contracts where any board member has a real or apparent conflict of interest.</li> </ul>		
<b>Subgrantee must upload documentation:</b>		
<ul style="list-style-type: none"> <li>• List of governing board members and their affiliations;</li> <li>• Conflict of interest policy and board minutes;</li> <li>• Rent/lease contract/agreements; and</li> <li>• Board minutes indicating when a member notes a real or perceived conflict of interest (if applicable).</li> </ul>		
<b>Subgrantee must answer these questions:</b>		
<ol style="list-style-type: none"> <li>1. Describe the process your governing board follows when a conflict of interest is discovered.</li> <li>2. (If applicable) Has a governing board member abstained from voting on any related business items that are a conflict of interest?</li> </ol>		
<b>Rating:</b> (Department determines.)	<b>Compliant</b>	<b>Not Compliant</b>

<b>Indicator P4: The subgrantee has no outstanding litigation.</b>		
<b>Questions to be completed by the Subgrantee:</b>		
<ol style="list-style-type: none"> <li>1. Does your school have outstanding litigation that impacts the ability of the governing authority to meet the objectives within the CSP grant application.? <ol style="list-style-type: none"> <li>a. If yes, please explain the litigation.</li> </ol> </li> <li>2. Is the school aware of any potential ligation? <ol style="list-style-type: none"> <li>a. If yes, please explain.</li> </ol> </li> </ol>		
<b>Rating:</b> (Department determines.)	<b>Compliant</b>	<b>Not Compliant</b>

<b>Indicator P5: The subgrantee informs students and parents in the community about the school or the school’s plan for expansion.</b>		
<b>Application narrative:</b>		
<ul style="list-style-type: none"> <li>Narrative G and Appendix 8 of the application describe the school’s outreach and marketing plan, including how the school will inform students and the community about the community school/school’s plan for expansion. The subgrantee’s application information must be pulled into the rubric/compliance tool.</li> </ul>		
<b>Subgrantee must upload documentation:</b>		
<ul style="list-style-type: none"> <li>School marketing and advertisement budgets/purchase orders, media coverage, marketing materials, etc.; and</li> <li>School’s strategic plan for recruitment.</li> </ul>		
<b>Subgrantee must answer these questions:</b>		
1. What has your school done to date to inform students and parents in the community about your community school or plan to expand?		
<b>Site visit interview questions:</b>		
1. Describe the school’s experience of informing the community about the school or plan to expand.		
2. Does the school collect return on investment data for marketing activities?		
a. If yes, please provide the data.		
<b>Rating:</b> (Department determines.)	<b>Compliant</b>	<b>Not Compliant</b>

<b>Indicator P6: The subgrantee uses a lottery when admitting students.</b>		
<b>Criteria for the indicator:</b>		
<ul style="list-style-type: none"> <li>• The school has a lottery policy that clearly states that it will implement a random selection process when the school receives more applications than seats available. The process clearly states any allowable exemptions. <ul style="list-style-type: none"> <li>○ Only the following categories of applicants may be exempted from the lottery: <ul style="list-style-type: none"> <li>▪ Children of a founding board member, teacher or staff member at the school;</li> <li>▪ Siblings of students already attending the same community school; and,</li> <li>▪ Students already enrolled in a traditional public school at the time it converts to a community school.</li> </ul> </li> </ul> </li> <li>• The school used a lottery process during the current school year and followed its established guidelines.</li> <li>• The school does not discriminate against students of a race, color, national origin, religion, sex or against students with disabilities.</li> </ul>		
<b>Subgrantee must upload documentation:</b>		
<ul style="list-style-type: none"> <li>• Enrollment and admission procedures and materials;</li> <li>• School advertisements;</li> <li>• Student application (look for clearly noted exemptions); and</li> <li>• Lottery records; waiting list (if more applicants applied than seats available)</li> </ul>		
<b>Subgrantee must answer these questions:</b>		
<ol style="list-style-type: none"> <li>1. Describe the school's enrollment policies and practices.</li> <li>2. Does your school have any enrollment criteria? <ol style="list-style-type: none"> <li>a. If yes, please explain.</li> </ol> </li> <li>3. Did your school receive more applicants than the number of available seats? <ol style="list-style-type: none"> <li>a. If yes, describe how students were selected for admission.</li> </ol> </li> </ol>		
<b>Site visit interview questions:</b>		
<ol style="list-style-type: none"> <li>1. Describe how the school implements its lottery process. <ol style="list-style-type: none"> <li>a. If applicable, when was the lottery held?</li> </ol> </li> </ol>		
<b>Rating:</b> (Department determines.)	<b>Compliant</b>	<b>Not Compliant</b>



<b>Indicator P7: The subgrantee involves parents and other members of the community in the planning, design, expansion and implementation of the school.</b>		
<b>Criteria for the indicator:</b>		
<ul style="list-style-type: none"> <li>• Opportunities exist for teachers, parents, and others in the community to assist in the planning, design, expansion and implementation of the school.</li> </ul>		
<b>Application narrative:</b>		
<ul style="list-style-type: none"> <li>• Narrative G and Appendix 8 of the application describes the school's outreach and marketing plan, including how the school will engage families and community members in the school's planning, development and continued operations. The subgrantee's application information must be pulled into the rubric/compliance tool.</li> </ul>		
<b>Subgrantee must upload documentation:</b>		
<ul style="list-style-type: none"> <li>• Minutes from planning or board meetings, volunteer logs, or other documentation of parent and community involvement;</li> <li>• Strategic planning documents; and</li> <li>• Parent policies or handbook</li> </ul>		
<b>Subgrantee must answer these questions:</b>		
1. Describe how your school involves parents and community members in the planning and program design of the community school. (Applies to all Grants)		
<b>Site visit interview questions:</b>		
1. Describe how your school involves parents and community members in the planning, design, and implementation of the community school or expansion or community school.		
<b>Rating:</b> (Department determines.)	<b>Compliant</b>	<b>Not Compliant</b>

**Indicator P8: The subgrantee has submitted all required reports to the Department and the independent monitor.**

**Criteria for the indicator:**

- Subgrantee provides invoices, receipts and other expenditure reports to the Department in accordance with the directions shared with subgrantees upon award of the grant.
- Subgrantee uploads documentation and narrative responses into the compliance system in a timely manner (e.g., fiscal desk reviews, spring site visits, and sponsor monitoring reports).
- Subgrantee cooperates with requests for data from the Ohio Department of Education, the U.S. Secretary of Education, and the Independent Monitor. \*
- Subgrantee makes any application, evaluation, or program reports related to the grant readily available to parents and to members of the public.
- Annual Grant Activities Report submitted within 90 days of the end of the budget period.

*\*The grants manager will monitor the subgrantee's cooperation with data requests. If the subgrantee is not in compliance with reporting requirements, the Department will immediately require a corrective action plan.*

**Subgrantee must upload documentation:**

- Sponsor monitoring reports (fall and winter);
- Grant related reports shared with parents and the community; and
- Annual Grant Activities Report.

**Subgrantee must answer these questions:**

1. What is your school's process for sharing grant related reports to parents and the community?
2. Who drafts the grant related reports?
3. Are the grant related reports board approved?

**Rating:**

(Department determines.)

**Compliant**

**Not Compliant**

**Indicator P9 [Expansion Only]: The subgrantee has implemented the proposed Expansion activity identified in the application.**

**Criteria for the indicator:**

- Subgrantee provides evidence proposed expansion activity has been implemented [i.e. adding grade-levels, courses or additional facility under 3314.05]
- Subgrantee provides evidence of increase in enrollment from the prior school year (or in the case of Expansion Year 2 does not show significant decreases in enrollment)

**Subgrantee must upload documentation:**

- Curriculum related to expansion activity for adding new grade levels/courses or evidence of implementation of additional facility under 3314.05
- Current year enrollment figures

**Subgrantee must answer these questions:**

1. What has been the process for implementing expansion activities [i.e. has the subgrantee had to hire additional staff, administrators or other staff to facilitate expansion]?
2. How has enrollment increased from the prior year? Has the school conducted a survey of newly enrolled students/parents to determine why they selected the school?

<b>Rating:</b> (Department determines.)	<b>Compliant</b>	<b>Not Compliant</b>
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## Fiscal Indicators

<b>Indicator F1: The community school's administration provides monthly/quarterly financial reports to its governing board for review and approval.</b>		
<b>Criteria for the indicator</b>		
<ul style="list-style-type: none"> <li>• The school's governing board reviews and approves budget and budget amendments.</li> <li>• The school's governing board reviews and approves financial statements.</li> <li>• The school's governing board discussions demonstrate fiduciary oversight of the school.</li> </ul>		
<b>Subgrantee must upload documentation:</b>		
<ul style="list-style-type: none"> <li>• Budget and budget amendments approved by the governing board;</li> <li>• Monthly/quarterly financial statements and their approval by the governing board;</li> <li>• Governing board minutes, beginning with the fiscal year in which the CSP grant was awarded; and</li> <li>• Documentation in minutes of financial oversight by the board.</li> </ul>		
<b>Subgrantee must answer these questions:</b>		
<ol style="list-style-type: none"> <li>1. How does the governing board oversee the school's finances, including the CSP grant? <ol style="list-style-type: none"> <li>a. What is the process?</li> <li>b. How does the board evaluate or approve the finances?</li> </ol> </li> </ol>		
<b>Site visit interview questions:</b>		
<ol style="list-style-type: none"> <li>1. How frequently does the governing board meet?</li> <li>2. How frequently does the governing board discuss the school's financial matters?</li> <li>3. What are the procedures if/when the governing board has a concern regarding the budget/budget amendments or the monthly/quarterly financial statements?</li> <li>4. What other matters does the school's governing board discuss and vote on?</li> <li>5. What training do governing board members receive on the interpretation of financial statements? Who provides the training?</li> <li>6. Do any governing authority members have expertise in finance, budgeting or accounting?</li> <li>7. Does the charter contract between the sponsor and the governing authority require board members to receive training in school finance?</li> </ol>		
<b>Rating:</b> (Department determines.)	<b>Compliant</b>	<b>Not Compliant</b>

**Indicator F2: The community school has adopted and implements a procurement policy consistent with federal regulations.**

**Criteria for the indicator:**

- The community school has a procurement policy that meets the required federal procurement standards (2CFR 200.317 thru 200.326).
- The community school follows its procurement policy when purchasing equipment and services paid for by the CSP grant.
- The community school ensures that vendors perform in accordance with the terms and conditions of their contracts. This means contracts must detail clearly the purchase of specific services or goods, the date and location of delivery of the service or good, and any other relevant information.
- No governing board member, no administrative employee, and no agent of the school participates in the selection, award, or administration of any contract supported by the CSP funds if a real or apparent conflict of interest exists.

**Subgrantee must upload documentation:**

- Written policy and procedures for procurement equipment and services;
- **Written policy and procedures on conflict of interest;**
- Purchase requisitions for CSP-funded purchases;
- Contracts awarded under the CSP grant;
- Certification of “findings for recovery” review of bidders and/or contract vendors; and
- Documentation of market analysis and/or competitive bids with written vendor justification

**Subgrantee must answer these questions:**

1. What is your school’s process for procuring services or equipment, related to the CSP grant?
2. How are program expenditures authorized and made? How are they tracked?
3. Describe how your school prevents real or apparent conflicts of interest, in particular, when procuring services and/or equipment using CSP grant funds.
4. (If applicable) Describe how your school implemented its procurement policy when purchasing the services from the CMO/EMO.

**Site visit interview questions:**

1. School Administrator: Describe your role in managing the CSP grant, including the procurement of good and services.
2. Governing Board: How does your board implement its procurement policy when purchasing the services from the CMO/EMO?
3. (If applicable) CMO/EMO staff member: What is your role in managing the CSP grant?

<b>Rating:</b> (Department determines.)	<b>Compliant</b>	<b>Not Compliant</b>
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<b>Indicator F3: The community school has implemented an inventory control procedure that ensures items purchased with CSP funds are identified, marked, and accounted for on a regular basis.</b>		
<b>Criteria for the indicator:</b>		
<ul style="list-style-type: none"> <li>• The inventory policy requires schools to update the inventory report upon receipt of new items and to conduct an annual inventory count, including all CSP-funded items.</li> <li>• All CSP purchases are clearly identified and included in the inventory report.</li> <li>• The inventory system accounts for lost, stolen, or damaged items.</li> <li>• The inventory system ensures that the community school’s property, equipment, and inventory are secured in a safe location.</li> <li>• The inventory report details each individual unit purchased with CSP funds and where items are in the school.</li> </ul>		
<b>Subgrantee must upload documentation:</b>		
<ul style="list-style-type: none"> <li>• Complete current inventory report that tracks all CSP-funded purchases to date; and</li> <li>• Inventory policy.</li> </ul>		
<b>Subgrantee must answer these questions:</b>		
<ol style="list-style-type: none"> <li>1. How often does the school’s policy require a full inventory?</li> <li>2. Who completes the inventory?</li> <li>3. What was the date of the most recent inventory?</li> <li>4. How does your school account for CSP inventory?</li> <li>5. How does the inventory system account for lost, stolen, or damaged items?</li> </ol>		
<b>Site visit examination:</b>		
<ul style="list-style-type: none"> <li>• Request to see CSP funded items included in the school’s inventory list.</li> </ul>		
<b>Rating:</b> (Department determines.)	<b>Compliant</b>	<b>Not Compliant</b>

<b>Indicator F4: The community school uses an acceptable and appropriate system for managing and maintaining financial records related to CSP purchases.</b>		
<b>Criteria for the indicator:</b>		
<ul style="list-style-type: none"> <li>• The school's financial records identify the source and application of funds. These records include information about award amounts, how much an entity is authorized to spend, how much was obligated, how much was spent using CSP funds, the share of the cost that other sources provided, and the unobligated balance.</li> <li>• The community school has an organized system for maintaining receipts and invoices for all purchases made with the CSP funds.</li> <li>• The school can clearly identify receipts with the approved CSP budget for any selected items.</li> <li>• The school stores receipts and financial records in a manner that minimizes possible destruction (locked, fireproof storage; regular off-site backups of electronic records).</li> </ul>		
<b>Subgrantee must upload documentation:</b>		
<ul style="list-style-type: none"> <li>• Purchase orders, invoices, receipts, and/or contracts using CSP funds;</li> <li>• Itemized expenditure report;</li> <li>• Invoices with attached receipts, accounting book, etc.;<sup>2</sup></li> <li>• Cash management policies to ensure accurate financial data are recorded, reported, and properly authorized; and</li> <li>• Financial policies related to the retention of records</li> </ul>		
<b>Subgrantee must answer these questions:</b>		
<ol style="list-style-type: none"> <li>1. What are the fiscal control and fund accounting procedures your school uses to ensure the proper disbursement of and accounting for CSP funds?</li> <li>2. How does your school authorize, make and track program expenditures?</li> <li>3. What are your school's policies and practices for retaining grant records?</li> </ol>		
<b>Site visit examination:</b>		
<ul style="list-style-type: none"> <li>• Request to see a sample of purchase orders, receipts and contracts;</li> <li>• Request to see where and how the financial records are stored; and</li> <li>• Trace any inventory items purchased on the accounting records to both on-site location and on the inventory records obtained in indicator F3.</li> </ul>		
<b>Rating:</b> (Department determines.)	<b>Compliant</b>	<b>Not Compliant</b>

<sup>2</sup> The Department's fiscal office will have audit sheets for each subgrantee (part of fiscal monitoring), which include purchase orders, invoices, receipts, expenditure reports, etc. Subgrantees will not upload these items; the information will be pulled from fiscal's information in the compliance system.

**Indicator F5: The subgrantee's use of CSP funds is allowable and matches the approved budget.**

**Criteria for the indicator:**

- The school spent funds on activities supported in the approved application.
- The expenditures conform to standard cost principles.

**Allowable expenses by type of CSP Grant**

**Planning Grant:**

- Post-award planning and design of the educational program, including refinement of the desired educational results and the methods for measuring progress toward achieving those results;
- Development and implementation of plans and systems to increase student academic proficiency rates, close achievement gaps and increase high school graduation rates; and,
- Professional development of teachers and other staff who will work in the community school.

**Year 1 and Year 2 Implementation Grant:**

The following are examples and not an exhaustive list:

- Informing the community about the school;
- Acquiring necessary equipment and educational materials and supplies;
- Acquiring or developing curriculum materials; and,
- Other initial operational *costs that state or local sources cannot fund*\*. These may include, but are not necessarily limited to, the following:
  - Costs associated with creating and implementing office functions (i.e., accounting systems, attendance and registration systems, and human resource policies);
  - Costs associated with installation of computers, data systems, networks, and telephone;
  - Personnel expenses incurred either before or after the school's opening, when they are associated with initial implementation activities (i.e., as opposed to ongoing operations), such as program and curriculum development and integration, and teacher and staff recruiting; and,
  - Rental or occupancy costs for the school facility for a reasonable period in preparation for the school's opening.

**Year 1 and Year 2 Expansion Grant:**

The following are examples and not an exhaustive list:

- Informing the community about the expansion of the school;
- Acquiring necessary equipment and educational materials and supplies;
- Acquiring or developing curriculum materials; and
- Necessary renovations or repairs **related to the expansion** activity of the school (such as expanding existing power sources to the new space to be used for expansion activities) consistent with the USED FAQs found [here](#);
- Minor renovation and repairs (excluding construction) with examples provided in the Allowable Costs Guide
- Costs associated with the installation of computers, data systems, networks and telephones;
- Personnel expenses incurred either before or after the school's expansion, provided that these expenses are associated with expansion activities (as opposed to ongoing operations), such as program and curriculum development and integration and teacher and staff recruiting. (Note: If personnel split their time between ongoing operational activities and expansion implementation activities, only that portion of the

<b>Indicator F5: The subgrantee’s use of CSP funds is allowable and matches the approved budget.</b>		
<p>time associated with expansion of the community school is allowable as an operational cost. The community school must maintain accurate time and effort records to document the amount of time each employee works on tasks related to the expansion of the community school)</p> <p><i>*The school must demonstrate that the state or local funds are unavailable to cover the expense; it must show that the State or local funds it has received are necessary to meet expenses other than the one at issue.</i></p>		
<b>Subgrantee must upload documentation:</b>		
<ul style="list-style-type: none"> <li>• Approved grant budget and planned and actual expenditures; and</li> <li>• Supporting documentation for actual expenditures (e.g., purchase orders, invoices, receipts, etc.).<sup>3</sup></li> <li>• Governing board meeting minutes or resolutions approving contracts, budgets, and expenditures under the CSP grant.</li> </ul>		
<b>Subgrantee must answer these questions:</b>		
<ol style="list-style-type: none"> <li>1. How have you used your school’s CSP grant?</li> <li>2. How does your school review its budget and determine cost principles and allowable expenses prior to incurring the expense?</li> <li>3. Who reviews and approves the obligation and expenditure of funds?</li> </ol>		
<b>Site visit interview questions:</b>		
<ol style="list-style-type: none"> <li>1. How did your school use its CSP grants in conjunction with other State and Federal funds?</li> </ol>		
<b>Rating:</b> (Department determines.)	<b>Compliant</b>	<b>Not Compliant</b>

<sup>3</sup> The Department’s fiscal office will have audit sheets for each subgrantee (part of on-going fiscal monitoring), which include purchase orders, invoices, receipts, expenditure reports, etc. Subgrantees will not upload these items; the information will be pulled from fiscal’s information in the compliance system.



<b>Indicator F6: The community school received an independent financial and/or single audit.</b>		
<b>Criteria for the indicator:</b>		
<ul style="list-style-type: none"> <li>• The community school has a policy that requires an annual independent audit.</li> <li>• The community school received an independent audit since the CSP grant was received by the subgrantee.</li> </ul>		
<b>Subgrantee must upload documentation:</b>		
<ul style="list-style-type: none"> <li>• Written governing board policy and procedures for an independent audit;</li> <li>• Contract for the independent audit;</li> <li>• <b>Most recent audit report</b>; and</li> <li>• Corrective action plan and documentation supporting implementation (if applicable).</li> <li>• Signed resolution or board meeting minutes showing approval of the corrective action plan by the governing board.</li> </ul>		
<b>Subgrantee must answer these questions:</b>		
<ol style="list-style-type: none"> <li>1. When was the most recent annual audit completed?</li> <li>2. Were issues noted? If so, what were they?</li> <li>3. Was a corrective action plan written? If so, what corrections have been made? Has the corrective action plan been fully completed?</li> </ol>		
<b>Site visit interview questions:</b>		
<ol style="list-style-type: none"> <li>1. How is the governing board involved in the development and/or approval of corrective actions associated with findings resulting from the annual independent audit?</li> </ol>		
<b>Rating:</b> (Department determines.)	<b>Compliant</b>	<b>Not Compliant</b>

## Grant Implementation

These indicators monitor if the subgrantee is doing what it said it would do in its approved application. Certain indicators will only apply to subgrantees that requested CSP funds for technology, school library development, and professional development.

<b>Indicator GI1 [Planning and Implementation ONLY]: The community school is implementing the educational model as described in the approved application.</b>		
<b>Application Narrative:</b>		
<ul style="list-style-type: none"> <li>Narrative Section E of the application describes the school's educational model. The subgrantee's application information must be pulled into the rubric/compliance tool.</li> </ul>		
<b>Subgrantee must upload documentation:</b>		
<ul style="list-style-type: none"> <li>Approved charter school contract with sponsor;</li> <li>Materials related to the subgrantee's educational program, such as educational plan, curriculum materials, etc.; and</li> <li>Sponsor site visit reports.</li> <li>The school's state report card for the most recent year (if year 2 implementation grant)</li> </ul>		
<b>Subgrantee must answer these questions:</b>		
<ol style="list-style-type: none"> <li>What is the educational program of your school? How is it being implemented?</li> <li>Have changes been made to your school's educational program since you received the CSP grant? If yes, why?</li> </ol>		
<b>Site visit interview questions:</b>		
<ol style="list-style-type: none"> <li>What grade levels or ages of students does your school serve?</li> <li>What curriculum and instructional programs are used?</li> </ol>		
<b>Rating:</b> (Department determines.)	<b>Compliant</b>	<b>Not Compliant</b>

<b>Indicator GI2: The community school is implementing the staffing plan and external supports as described in the approved application.</b>		
<b>Application Narrative:</b>		
<ul style="list-style-type: none"> <li>Narrative Section H of the application describes the school's personnel and external supports. The subgrantee's application information must be pulled into the rubric/compliance tool.</li> </ul>		
<b>Subgrantee must upload documentation:</b>		
<ul style="list-style-type: none"> <li>Organizational chart;</li> <li>Job descriptions; and</li> <li>Evidence of external partnerships.</li> </ul>		
<b>Subgrantee must answer these questions:</b>		
<ol style="list-style-type: none"> <li>What is your school doing to recruit and retain high-quality staff?</li> <li>What specific areas does your school need external support to effectively operate?</li> <li>What external partners provide support to your school?</li> <li>How and when do staff engage with these external partners?</li> </ol>		
<b>Site visit interview questions:</b>		
Department staff must develop specific interview questions based upon the subgrantee's application.		
<b>Rating:</b> (Department determines.)	<b>Compliant</b>	<b>Not Compliant</b>

<b>Indicator GI3: The community school is implementing the governing and management plan as described in the approved application.</b>		
<b>Application Narrative:</b>		
<ul style="list-style-type: none"> <li>Narrative Section I of the application describes the school's governing and management plan. The subgrantee's application information must be pulled into the rubric/compliance tool.</li> </ul>		
<b>Subgrantee must upload documentation:</b>		
<ul style="list-style-type: none"> <li>Recruitment materials;</li> <li>Board training dates and materials; and</li> <li>Board records (meeting announcements, agendas, minutes)</li> </ul>		
<b>Subgrantee must answer these questions:</b>		
<ol style="list-style-type: none"> <li>Who is responsible for the daily operation of the school, including administrative oversight, instruction, student and staff supports, and the use of grant funds?</li> <li>What policies and procedures have been developed and adopted by the school's governing board since the award of the CSP grant?</li> <li>What training has your school's governing board members received in the past 12 months?</li> <li>Explain the hierarchical relationship of the governing authority, sponsor and CMO/EMO (if applicable).</li> </ol>		
<b>Site visit interview questions:</b>		
<ol style="list-style-type: none"> <li>What is the process your governing board followed to develop and adopt policies and procedures in accordance with all state and federal laws?</li> <li>Department staff must develop specific interview questions based upon the subgrantee's application.</li> </ol>		
<b>Rating:</b> (Department determines.)	<b>Compliant</b>	<b>Not Compliant</b>

<b>Indicator GI4: The community school is implementing the performance management plan as described in the approved application.</b>		
<b>Application Narrative:</b>		
<ul style="list-style-type: none"> <li>Appendix 9 of the application describes the school's performance management plan. The subgrantee's application information must be pulled into the rubric/compliance tool.</li> </ul>		
<b>Subgrantee must upload documentation:</b>		
<ul style="list-style-type: none"> <li>Examples of performance analysis of student data.</li> </ul>		
<b>Subgrantee must answer these questions:</b>		
<ol style="list-style-type: none"> <li>Based upon the information in your approved application, describe the status of your school's implementation of its performance management system.</li> <li>How are data used to inform instruction?</li> <li>How are data used to inform student intervention plans?</li> <li>How are data used to inform strategic planning?</li> <li>How are data used to inform professional development?</li> </ol>		
<b>Site visit interview questions:</b>		
Department staff must develop specific interview questions based upon the subgrantee's application.		
<b>Rating:</b> (Department determines.)	<b>Compliant</b>	<b>Not Compliant</b>

<b>Indicator GI5: The community school is implementing the technology plan as described in the approved application.</b>			
<b>Application Narrative:</b>			
<ul style="list-style-type: none"> <li>Appendix 5 of the application describes the school's technology. The subgrantee's application information must be pulled into the rubric/compliance tool.</li> </ul>			
<b>Subgrantee must upload documentation:</b>			
<ul style="list-style-type: none"> <li>Student and staff policies for access to and use of the school's technology; and</li> <li>School's technology plan.</li> </ul>			
<b>Subgrantee must answer these questions:</b>			
<ol style="list-style-type: none"> <li>Based upon the information in your approved application, describe the status of your school's implementation of its technology plan.</li> <li>Has your school made any changes or modifications to its technology plan since it was submitted to the Department?</li> </ol>			
<b>Site visit interview questions:</b>			
<ol style="list-style-type: none"> <li>Department staff must develop specific interview questions based upon the subgrantee's application.</li> <li>How does the school integrate technology into the curriculum?</li> </ol>			
<b>Rating:</b> (Department determines.)	<b>Compliant</b>	<b>Not Compliant</b>	<b>Not Applicable</b>

<b>Indicator GI6: The community school is implementing the school library development plan as described in the approved application.</b>			
<b>Application Narrative:</b>			
<ul style="list-style-type: none"> <li>Appendix 6 of the application describes the school's library development. The subgrantee's application information must be pulled into the rubric/compliance tool.</li> </ul>			
<b>Subgrantee must upload documentation:</b>			
<ul style="list-style-type: none"> <li>School library/media plan</li> <li>Purchase orders specific to the school's library development.</li> </ul>			
<b>Subgrantee must answer these questions:</b>			
<ol style="list-style-type: none"> <li>Based upon the information in your approved application, describe the status of your school's implementation of its library development.</li> <li>Has your school made any changes or modifications to its school library development plan since it was submitted to the Department?</li> </ol>			
<b>Site visit interview questions:</b>			
<ol style="list-style-type: none"> <li>Department staff must develop specific interview questions based upon the subgrantee's application.</li> <li>How will damaged or stolen items be documented?</li> </ol>			
<b>Rating:</b> (Department determines.)	<b>Compliant</b>	<b>Not Compliant</b>	<b>Not Applicable</b>

<b>Indicator GI7: The community school is implementing the professional development plan as described in the approved application.</b>			
<b>Application Narrative:</b>			
<ul style="list-style-type: none"> <li>Appendix 7 of the application describes the school's professional development plan. The subgrantee's application information must be pulled into the rubric/compliance tool.</li> </ul>			
<b>Subgrantee must upload documentation:</b>			
<ul style="list-style-type: none"> <li>The school's needs assessment for professional development;</li> <li>Professional development calendar;</li> <li>Local professional development Committee meeting minutes; and,</li> <li>Examples of professional development resulting from the CSP grant.</li> </ul>			
<b>Subgrantee must answer these questions:</b>			
<ol style="list-style-type: none"> <li>Based upon the information in your approved application, describe the status of your school's implementation of professional development.</li> <li>Has your school made any changes or modifications to its professional development plan since it was submitted to the Department?</li> </ol>			
<b>Site visit interview questions:</b>			
<ol style="list-style-type: none"> <li>Department staff must develop specific interview questions based upon the subgrantee's application.</li> <li>How is professional development monitored to ensure implementation with fidelity in the classroom?</li> </ol>			
<b>Rating:</b> (Department determines.)	<b>Compliant</b>	<b>Not Compliant</b>	<b>Not Applicable</b>

<b>Indicator GI8 [Expansion ONLY]: The community school is continuing to implement the high-quality educational model.</b>		
<b>Application Narrative:</b>		
<ul style="list-style-type: none"> <li>Narrative Section E of the application describes the school's educational model. The subgrantee's application information must be pulled into the rubric/compliance tool.</li> </ul>		
<b>Subgrantee must upload documentation:</b>		
<ul style="list-style-type: none"> <li>Approved charter school contract with sponsor;</li> <li>Materials related to the subgrantee's educational program, such as educational plan, curriculum materials, etc <u>with particular focus to changes related to the expansion activity</u>.; and</li> <li>Sponsor site visit reports.</li> <li>The school's state report card for the most recent year</li> </ul>		
<b>Subgrantee must answer these questions:</b>		
<ol style="list-style-type: none"> <li>How has the expansion activity changed the educational model?</li> <li>How is the modified educational model being implemented?</li> <li>Have you modified your educational model beyond the proposed plan outlined in your CSP application? If yes, why?</li> </ol>		
<b>Site visit interview questions:</b>		
<ol style="list-style-type: none"> <li>How has students performed on comparable assessments [i.e. state assessments or short-cycle assessments used last school year] from last year prior to the expansion activity?</li> <li>How have staff adjusted to the expansion activity?</li> </ol>		
<b>Rating:</b> (Department determines.)	<b>Compliant</b>	<b>Not Compliant</b>

## Progress on Project Goals

These indicators allow the subgrantee to show progress toward the goals and objectives in its application – not just if it met the final measures. Subgrantees provided three to five project goals; therefore, five indicators are listed in this area. If an indicator is not applicable to the subgrantee (i.e., it has fewer than five goals), the indicator will not count toward the school's total possible points.

<b>Project Goal 1</b>			
Appendix 11 of the application describes the school's project goals and activities. The subgrantee's application information must be pulled into the rubric/compliance tool.			
Pull the subgrantee's performance measure stated in the application.			
<b>Subgrantee must complete the following:</b>			
List all activities conducted toward meeting the goal. If no activities have occurred, please explain why.			
Provide an estimated timeframe for completion of the project goal.			
Percentage of progress toward completion of the goal.			
Based upon the performance measures identified in your application, what impact has your activity had to date?			
<b>Subgrantee must upload documentation:</b>			
<ul style="list-style-type: none"> <li>Evidence that the activities occurred.</li> </ul>			
<b>Rating</b> (Department determines.)	<b>Met</b>	<b>In Progress</b>	<b>Not Met</b>

<b>Project Goal 2</b>			
Appendix 11 of the application describes the school's project goals and activities. The subgrantee's application information must be pulled into the rubric/compliance tool.			
Pull the subgrantee's performance measure stated in the application.			
<b>Subgrantee must complete the following:</b>			
List all activities conducted toward meeting the goal. If no activities have occurred, please explain why.			
Provide an estimated timeframe for completion of the project goal.			
Percentage of progress toward completion of the goal.			
Based upon the performance measures identified in your application, what impact has your activity had to date?			
<b>Subgrantee must upload documentation:</b>			
<ul style="list-style-type: none"> <li>Evidence that the activities occurred.</li> </ul>			
<b>Rating</b> (Department determines.)	<b>Met</b>	<b>In Progress</b>	<b>Not Met</b>

<b>Project Goal 3</b>			
Appendix 11 of the application describes the school's project goals and activities. The subgrantee's application information must be pulled into the rubric/compliance tool.			
Pull the subgrantee's performance measure stated in the application.			
<b>Subgrantee must complete the following:</b>			
List all activities conducted toward meeting the goal. If no activities have occurred, please explain why.			
Provide an estimated timeframe for completion of the project goal.			
Percentage of progress toward completion of the goal.			
Based upon the performance measures identified in your application, what impact has your activity had to date?			
<b>Subgrantee must upload documentation:</b>			
<ul style="list-style-type: none"> <li>Evidence that the activities occurred.</li> </ul>			
<b>Rating</b> (Department determines.)	<b>Met</b>	<b>In Progress</b>	<b>Not Met</b>

<b>Project Goal 4</b>			
Appendix 11 of the application describes the school's project goals and activities. The subgrantee's application information must be pulled into the rubric/compliance tool.			
Pull the subgrantee's performance measure stated in the application.			
<b>Subgrantee must complete the following:</b>			
List all activities conducted toward meeting the goal. If no activities have occurred, please explain why.			
Provide an estimated timeframe for completion of the project goal.			
Percentage of progress toward completion of the goal.			
Based upon the performance measures identified in your application, what impact has your activity had to date?			
<b>Subgrantee must upload documentation:</b>			
<ul style="list-style-type: none"> <li>Evidence that the activities occurred.</li> </ul>			
<b>Rating</b> (Department determines.)	<b>Met</b>	<b>In Progress</b>	<b>Not Met</b>

<b>Project Goal 5</b>			
Appendix 11 of the application describes the school's project goals and activities. The subgrantee's application information must be pulled into the rubric/compliance tool.			
Pull the subgrantee's performance measure stated in the application.			
<b>Subgrantee must complete the following:</b>			
List all activities conducted toward meeting the goal. If no activities have occurred, please explain why.			
Provide an estimated timeframe for completion of the project goal.			
Percentage of progress toward completion of the goal.			
Based upon the performance measures identified in your application, what impact has your activity had to date?			
<b>Subgrantee must upload documentation:</b>			
<ul style="list-style-type: none"> <li>Evidence that the activities occurred.</li> </ul>			
<b>Rating</b> (Department determines.)	<b>Met</b>	<b>In Progress</b>	<b>Not Met</b>



## Indicators of Quality

<b>Indicator Q1. Quality Board Membership</b>			
<b>Criteria for the indicator:</b>			
<ul style="list-style-type: none"> <li>• Diverse membership with expertise in the following areas: finance and accounting; real estate and facilities; legal; human resource services; fundraising; marketing; community partnerships; and, academic programming.</li> <li>• A succession plan for identifying and developing new members exists.</li> <li>• Members receive continual professional development.</li> </ul>			
<b>Subgrantee must upload documentation:</b>			
<ul style="list-style-type: none"> <li>• Board resumes or biographies;</li> <li>• Member recruitment plan;</li> <li>• Policies and procedures for nominating and selecting board members; and</li> <li>• Governing board training plan.</li> </ul>			
<b>Site visit interview questions:</b>			
<ol style="list-style-type: none"> <li>1. What comprehensive training do governing board members receive? What areas or topics are addressed in the training? How frequently does the training occur?</li> <li>2. Describe the recruitment plan for nominating and selecting governing board members.</li> </ol>			
<b>Rating</b> (Department determines.)	<b>Met</b>	<b>In Progress</b>	<b>Not Met</b>

<b>Indicator Q2. Effective Board Functioning</b>			
<b>Criteria for the indicator:</b>			
<ul style="list-style-type: none"> <li>• Clear understanding of the board’s role and responsibilities of governance (e.g., sets goals and metrics for measuring success; approves budget; creates school policies; and evaluates the school’s leaders).</li> <li>• Clear understanding of the leaders’ roles and responsibilities managing the school (e.g., hires staff; manages day-to-day aspects of the school; interacts with parents; makes curricular decisions; implements school policies; and reports to the governing board).</li> <li>• Operates with subcommittees for specific tasks.</li> <li>• Entire board meets at least once a month; subcommittee chairs and founders meet more frequently.</li> <li>• Strong communication between the governing board and the school’s leaders.</li> <li>• The reporting structure within the organization ensures that decisions and actions occur in accordance with the defined roles and responsibilities of the governing board.</li> </ul>			
<b>Subgrantee must upload documentation:</b>			
<ul style="list-style-type: none"> <li>• Governing board training plan;</li> <li>• A sample of governing board policies and procedures;</li> <li>• A sample of governing board meeting agendas and minutes; and</li> <li>• Organizational chart for the governing board and school administration.</li> </ul>			
<b>Site visit interview questions:</b>			
<ol style="list-style-type: none"> <li>1. How are decisions made in your school? Which decisions does the governing board make and which does the school administrator or CMO/EMO make?</li> <li>2. How frequently does the governing board meet?</li> </ol>			
<b>Rating</b> (Department determines.)	<b>Met</b>	<b>In Progress</b>	<b>Not Met</b>

<b>Indicator Q3. Effective System of Leadership</b>			
<b>Criteria for the indicator:</b>			
<ul style="list-style-type: none"> <li>• Leadership shares responsibilities.</li> <li>• Leadership team leads the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.</li> <li>• The principal protects the instructional management process by keeping distractions to a minimum.</li> <li>• The leadership team recognizes and rewards individual and collective accomplishments.</li> <li>• The leadership team facilitates ongoing opportunities for communication among key instructional staff and provides ongoing opportunities for teachers to work together.</li> </ul>			
<b>Subgrantee must upload documentation:</b>			
<ul style="list-style-type: none"> <li>• Building leadership team agenda, minutes, schedules; and</li> <li>• Teacher-based team agenda, minutes, schedules.</li> </ul>			
<b>Site visit interview questions:</b>			
<ol style="list-style-type: none"> <li>1. How are decisions made in your school? What is the process and who is involved in decisions regarding curriculum, assessments, interventions, professional development, scheduling and staffing?</li> <li>2. What opportunities do you have to provide feedback to your school's administrator(s)? (Teachers)</li> <li>3. What is your involvement in decisions regarding curriculum, assessments, interventions, scheduling and staffing? (Teachers)</li> </ol>			
<b>Rating</b> (Department determines.)	<b>Met</b>	<b>In Progress</b>	<b>Not Met</b>

<b>Indicator Q4. Effective Professional Development</b>			
<b>Criteria for the indicator:</b>			
<ul style="list-style-type: none"> <li>• The principal regularly visits classrooms to give direct feedback to teachers regarding student learning and improving the quality of instruction.</li> <li>• The school schedule provides teachers dedicated time to support planning, collaboration, and reflection on instruction.</li> <li>• Teachers are continually supported through appropriate training, coaching, and mentoring.</li> <li>• Ongoing professional development is for all teachers, regardless of their years of experience.</li> <li>• The principal and staff work collaboratively to plan, deliver, and evaluate professional development.</li> </ul>			
<b>Subgrantee must upload documentation:</b>			
<ul style="list-style-type: none"> <li>• School professional development plan;</li> <li>• Sample of redacted teacher professional development plan(s);</li> <li>• Record of internal and external professional learning opportunities; and</li> <li>• Professional development schedules for the current and previous school years (if applicable). Include data on teacher attendance, focus of the professional development, and whether the school requires professional development.</li> </ul>			
<b>Site visit interview questions:</b>			
<ol style="list-style-type: none"> <li>1. What professional development is currently taking place?</li> <li>2. How do you determine whether teachers are incorporating the professional development into their instructional methods?</li> <li>3. How frequently does the principal observe instruction? Describe the observation process.</li> <li>4. How does your planning time with other teaching staff work in your school? (Teachers)</li> </ol>			
<b>Rating</b> (Department determines.)	<b>Met</b>	<b>In Progress</b>	<b>Not Met</b>

**Indicator Q5. Culture of High Expectations**

**Criteria for the indicator:**

- The school displays its mission, vision, beliefs, and values prominently throughout the building, including in all classrooms.
- ALL students are expected to meet high academic standards.
- ALL teachers believe in the school's mission and understand the expectations of the school's curriculum.
- School staff spend time discussing and strategically designing an environment that facilitates student success.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- There are a variety of incentives and rewards to motivate student performance.
- The school displays student work and accomplishments throughout the building.
- Leadership team engages families and key community leaders in the governance of and planning for the school.

**Subgrantee must upload documentation:**

- Student/parent handbook;
- Staff handbook; and
- Parent and community opportunities for school engagement.

**Site visit interview questions:**

1. How does the school communicate academic and behavioral expectations to students?
2. How does the school communicate expectations to teachers?
3. How do you engage families in supporting their child's learning at home?
4. How are families and community leaders involved in the school?

Rating (Department determines.)	Met	In Progress	Not Met
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<b>Indicator Q6. Data Driven Decision Making</b>			
<b>Criteria for the indicator:</b>			
<ul style="list-style-type: none"> <li>• The school conducts regular student assessments.</li> <li>• Staff uses a variety of types of student performance data and comparison analyses to design and improve the curriculum, instruction, and assessment processes.</li> <li>• The school collects and uses assessment data – including assessment of non-academic barriers – to identify students not succeeding and to provide appropriate interventions in the intensity required to ensure academic success for each student.</li> <li>• School uses student data to drive professional development and develops a focused plan to improve each student’s and group of students’ outcomes.</li> <li>• Student data and the focused plan drives budgeting decisions to improve each student’s and group of students’ outcomes.</li> <li>• Student data and the school’s focused plan to improve each student’s and group of students’ outcomes drives staffing decisions.</li> <li>• The needs that emerge from examining student data and by the school’s focused plan to improve student outcomes guides scheduling decisions.</li> </ul>			
<b>Subgrantee must upload documentation:</b>			
<ul style="list-style-type: none"> <li>• Evidence of academic data analysis;</li> <li>• Evidence of non-academic data analysis;</li> <li>• Parent data;</li> <li>• Survey data; and</li> <li>• Evidence that the board has a clear and consistent method of monitoring progress toward established goals.</li> </ul>			
<b>Site visit interview questions:</b>			
<ol style="list-style-type: none"> <li>1. Beyond the state tests, what standardized and non-standardized assessments does your school use?</li> <li>2. How does your school use student data?</li> <li>3. How does your school evaluate the effectiveness of its programs, activities, practices and allocation of resources?</li> </ol>			
<b>Rating</b> (Department determines.)	<b>Met</b>	<b>In Progress</b>	<b>Not Met</b>

### Additional Indicator on Rubric

The Department’s application to the USDOE notes that the rubrics will include whether or not the subgrantee is in compliance with its preliminary agreement and/or charter contract between its sponsor and its governing authority. The Department will verify compliance with the ongoing monitoring by sponsors. Subgrantees must upload the results of their sponsor monitoring in the early fall and late winter.

<b>Additional Indicator: Compliance with preliminary agreement and/or charter contract with its sponsor.</b>		
<b>Rating:</b> (Department determines.)	<b>Compliant</b>	<b>Not Compliant</b>

# Appendix A: Performance Measures Impacted by the Monitoring Rubrics

Objective 1: (Problem Identification and Grant Setup) Provide high quality educational options to Ohio's most disadvantaged students by stimulating the creation of high quality applications for the creation of new schools

*Measure 1.3:* The percentage of eligible proposed schools awarded a CSP planning subgrant that earn 75% or more total points on the plan evaluation rubric that measures successful planning activities

*Target:* 80% of awarded subgrantees earn 75% or more total points on the plan evaluation rubric

Objective 2: (Operationalizing the Subgrants) Stimulate the creation of high-performing community schools that operate successfully under the CSP program utilizing quality practices

*Measure 2.2:* Percentage of schools that open under the CSP grant that score 80% or more total points on the implementation rubric

*Target:* 80% of applicable schools score 80% or more total points on the implementation rubric

*Measure 2.3:* The percentage of schools opened under the CSP grant that show improvement in their scores on the quality practices area of the CSP subgrant implementation rubric.

*Target:* 100% of the schools that open under the CSP grant but did not receive all points on the quality practice area of the CSP subgrant implementation rubric, show improvement in that area