## Review Rubric for Certification of a Multi-district Online School

### Section 1: OVERSIGHT: Adequacy of Resources and Capacity of Authorizer to Oversee the Online School

| 1.1 Cover Letter | | Meets Expectations | |
|---|---|---|---|
| **Meets Expectations** | **Does Not Meet Expectations** | **YES** | **NO** |
| □ Description of how the proposed multi-district online school meets the statutory definition of an "Online School" is provided.<br>□ Cover letter provides rationale for opening and authorizing the multi-district online school.<br>□ A description is provided detailing how the current student population of the Authorizer will benefit from the online school.<br>□ Overview of the Authorizer's performance history over the last five years is provided.<br>□ Projected enrollment and growth of the proposed multi-district online school is provided.<br>□ Description of previous status provided, if applicable. | □ Cover letter is not provided.<br>□ The proposed multi-district online school does not meet the statutory definition of an online school.<br>□ There is no rationale provided for opening and authorizing the multi-district online school.<br>□ There is no description provided detailing how the Authorizer's current student population will benefit from the authorization of the multi-district online school.<br>□ No overview is provided about the district's performance history or significant priority areas at the school level.<br>□ Projected enrollment and growth of proposed online school is not included.<br>□ Description of previous status is not provided, if applicable. | ☐ | ☐ |

| 1.2 Vision, Mission, and Goals | | Meets Expectations | |
|---|---|---|---|
| **Meets Expectations** | **Does Not Meet Expectations** | **YES** | **NO** |
| □ A description is provided that details how the vision, mission, and goals of the multi-district online school align with the Authorizer's vision and mission.<br>□ The vision and mission statements express a clear, focused, and compelling purpose for the school that is measurable.<br>□ The vision and mission statements focus on high-quality educational outputs and are likely to result in increased student achievement.<br>□ The vision and mission statements indicate that online learning is the focus of the organization.<br>□ The school has an appropriate and manageable number of goals that reflect high expectations.<br>□ There is alignment of goals with the mission and vision of the school. | □ There is no description provided that details the alignment of the school's vision, mission, and goals with the Authorizer's vision and mission.<br>□ The mission statement does not express a clear, focused, and compelling purpose for the school.<br>□ The vision statement was not provided.<br>□ The mission statement was not provided.<br>□ The mission statement does not focus on educational outputs or is unlikely to result in increased student achievement.<br>□ The vision and mission statements do not indicate that online learning is the focus of the organization.<br>□ The school does not have measurable academic goals.<br>□ Goals do not align with the school's mission. | ☐ | ☐ |

| 1.3 Governance and Organizational Structure | | Meets Expectations | |
|---|---|---|---|
| **Meets Expectations** | **Does Not Meet Expectations** | **YES** | **NO** |
| □ The organizational structure of the multi-district online school that includes the lines of decision making and communication within the school and between the school and the Authorizer is provided.<br>□ Board members are knowledgeable about K-12 online learning and/or will receive appropriate training after joining the governing board.<br>□ There is a clear description of the separation between the roles and responsibilities of the board and the roles and responsibilities of the school's administrator.<br>□ The terms and process electing members of the board are clearly defined.<br>□ Conflict of interest and complaint policies are included as attachments.<br>□ The legal status of the online school is clearly defined and explained with no ambiguities in ownership, control, or responsibility.<br>□ The school demonstrates parent and community involvement in the concept for the school and the development of the school.<br>□ There is a complete explanation of how the school plans to comply with Open Meetings Laws and Open Records Laws in an online setting. | □ A description of the school's organizational structure is not provided.<br>□ There is no information provided about the lines of decision making or communication within the school and between the school and Authorizer.<br>□ Board membership reflects a lack of diverse experiences and skills.<br>□ Board members have no prior knowledge/experience about K-12 online learning, and there is no plan for board member training.<br>□ There is no description of the roles and responsibilities of the board and the role and responsibilities of the school's administrator.<br>□ The terms and process for electing members are not defined.<br>□ Conflict of interest policy is not included.<br>□ Complaint policy is not included<br>□ The legal status of the online school is not explained.<br>□ There had been little or no parent and community involvement in the concept for the school or the development of the school.<br>□ There is no explanation of how the school plans to comply with Open Meetings laws and Open Records laws in an online setting. | □ | □ |

| 1.4 Curriculum and Instruction | | Meets Expectations | |
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| **Meets Expectations** | **Does Not Meet Expectations** | **YES** | **NO** |
| □ The oversight process and organizational structure demonstrate sufficient support to implement the described curriculum.<br>□ The school calendar and schedule demonstrate compliance with statutory requirements for equivalent instructional hours, and are sufficient to ensure a viable curriculum.<br>□ The process is described for ensuring all teachers will meet applicable state licensure requirements.<br>□ A description of the staff evaluation process which includes clear links to implementing the curriculum with fidelity (through professional development and expected collaboration) and high expectation is provided.<br>□ A clear description of the curriculum used for student instruction is provided.<br>□ Evidence that the curriculum is aligned to Colorado Academic Standards is provided.<br>□ A process for curriculum review and update had been developed to ensure that the curriculum maintains alignment with the Colorado Academic Standards.<br>□ A description of teacher-student interaction is provided, which includes clear expectation for teachers and students to meet equivalent instructional hours.<br>□ The roles and responsibilities of all instructional and student support staff are clearly described and comply with federal and state law. | □ The description of the organizational structure of the school is not sufficient to support implementation of the curriculum.<br>□ The school calendar and/or schedule are not provided.<br>□ The school schedule/calendar does not provide for equivalent instructional hours.<br>□ There is no evidence provided that all members of the teaching staff will meet applicable state licensure requirements.<br>□ A description of the staff evaluation process is not provided.<br>□ The curriculum is not described.<br>□ There is no comprehensive, full-time curriculum.<br>□ The curriculum is not aligned to the Colorado Academic Standards.<br>□ There is no process for curriculum review and update.<br>□ The process for curriculum review does not ensure that the curriculum maintains alignment with the Colorado Academic Standards.<br>□ Clear expectations for teachers and students are absent or do not meet equivalent instructional hour requirements.<br>□ Roles and responsibilities of instructional and student support staff are unclear or do not comply with federal and state law. | ☐ | ☐ |
| 1.5 Staff Development Plans | | Meets Expectations | |
| **Meets Expectations** | **Does Not Meet Expectations** | **YES** | **NO** |
| □ Professional development (PD) and programmatic changes will be determined based on thorough data-analysis, and a list of initial trainings is provided.<br>□ There is a clear process for evaluating instructional staff effectiveness and this will be tied to student academic performance.<br>□ Time is allotted in the calendar and schedule for ongoing professional development, data-analysis, and collaborative planning.<br>□ The budget reflects funding estimates to support professional development plans. | □ There are no professional development offerings described.<br>□ Professional development offerings are minimal.<br>□ Professional development is not based on instructional staff need or student progress monitoring.<br>□ There is not a clear process for evaluating instructional staff effectiveness.<br>□ No time is allotted in the calendar for professional development.<br>□ The budget does not include funding to support the professional development plans. | ☐ | ☐ |

| 1.6 Use of Software Applications and Technology | | Meets Expectations | |
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| **Meets Expectations** | **Does Not Meet Expectations** | **YES** | **NO** |
| □ Evidence of a clear plan for developing, implementing, and monitoring technological services, equipment, policies, and protocols with regards to data privacy, information security, and the ethical use of technology related information is provided.<br>□ The plan describes the protection of student personally identifiable information in accordance with state and federal data privacy laws.<br>□ A complete description of technology -related services the Authorizer will supply to the school is provided.<br>□ Plan to ensure all students will have access to necessary technology to participate in school's programming is included. | □ It is unclear how development, implementation and monitoring of technological services, equipment, policies, and protocols will occur and with whom those responsibilities lie.<br>□ A description of technology -related services provided by the Authorizer is not provided.<br>□ The plan does not include basic practices necessary to protect and secure personally identifiable information.<br>□ The plan does not comply with state or federal data privacy laws.<br>□ The plan includes practices that will clearly put personally identifiable information at risk of misuse or unauthorized access.<br>□ There is no plan provided that addresses student access to technology. | □ | □ |
| 1.7 Data Gathering, Analysis and Reporting | | Meets Expectations | |
| **Meets Expectations** | **Does Not Meet Expectations** | **YES** | **NO** |
| □ Plan to collect information from the school minimizes administrative burdens on the school, while ensuring that performance and compliance information is collected with sufficient detail and timeliness to protect student and public interests.<br>□ Description of processes for creating and implementing school improvement plan is provided.<br>□ Plan to evaluate longitudinal student assessment data is thorough and strategies for closing achievement gaps are specific, research-based, and achievable.<br>□ The school's data management system is described.<br>□ The school plan for use of achievement data includes software capability and a qualified individual to oversee the plan used to impact student achievement.<br>□ The school demonstrates an understanding of state reporting, accountability, and the accreditation process.<br>□ The school has described a plan to meet state performance standards.<br>□ The school has described a plan to monitor progress toward meeting the goals of the school and the plan includes a description of how the school will make modifications based on the data.<br>□ The school plan for use of achievement data includes software capability and a qualified individual to oversee the plan used to impact student achievement.<br>□ The process in which the Authorizer will review and validate data provided by the school for state data collections is provided. | □ There is no plan for collecting information from the school.<br>□ The proposed plan does not ensure performance and compliance information is not collected with sufficient detail and/or timeliness.<br>□ Description of process for overseeing creation and implementation of school improvement plan is incomplete or absent.<br>□ Plan to evaluate longitudinal student assessment data is incomplete or absent.<br>□ A description of the school's data management system is incomplete or absent.<br>□ The school plan for use of achievement data does not include software and/or includes software with questionable capabilities.<br>□ There is no mention of qualified individual(s) to oversee the plan.<br>□ The school does not demonstrate an understanding of state reporting, accountability, and the accreditation process.<br>□ The school has not described a plan to meet state performance measures.<br>□ The school does not have a plan to monitor progress toward meeting the goals of the school.<br>□ The school plan for use of achievement data does not include the software or includes an individual who may need training in order to understand how to use the data to impact student achievement.<br>□ There is no description provided about the process the Authorizer will use to review and validate data provided by the school for state data collections. | □ | □ |

| 1.8 Human Resources Management | | Meets Expectations | |
| --- | --- | --- | --- |
| **Meets Expectations** | **Does Not Meet Expectations** | **YES** | **NO** |
| □ Sufficient professional, administrative, and support staff are provided to carry out the mission and organizational goals.<br>□ Roles and responsibilities are clearly defined to ensure effective delivery of quality of education.<br>□ Ongoing trainings and support are planned to support the staff in carrying out the mission of the program.<br>□ Evaluations of staff and faculty will occur on a regularly scheduled basis.<br>□ Plan to ensure compliance with government regulations is described.<br>□ Evidence of clear policies concerning recruitment, hiring, termination, and standard work rules for all staff are provided.<br>□ A copy of the staff handbook is attached.<br>□ The staff handbook clearly articulates policies and procedures including but not limited to the following areas: mission, vision, and goals of the school, school roles and responsibilities. | □ Administrative, professional, and support staff are insufficient to carry out the mission and organizational goals.<br>□ Roles and responsibilities are not clearly defined.<br>□ The plan for ongoing training is vague or not provided.<br>□ The plan for staff and faculty evaluations is vague or not provided.<br>□ There is no plan to ensure compliance with government regulations.<br>□ Evidence of policies concerning recruitment, hiring, termination, and standard work rules for all staff is incomplete or not provided.<br>□ A copy of the staff handbook is not attached.<br>□ The handbook does not clearly articulate existing policies or procedures related to mission, vision, and goals of the school, school roles and responsibilities. | ☐ | ☐ |
| 1.9 Financial Management | | Meets Expectations | |
| **Meets Expectations** | **Does Not Meet Expectations** | **YES** | **NO** |
| □ A thorough description of a financial plan that demonstrates fiscal viability is provided.<br>□ Financial plan includes description of anticipated revenue sources.<br>□ Complete business office practices and policies are fully described.<br>□ The school budget reflects reasonable assumptions for insurance for coverage and/or other appropriate costs.<br>□ The school budget reflects reasonable assumptions to cover expenditures until revenues are realized.<br>□ Spending priorities align with the school's mission, curriculum, and plan for growth, and the budget clearly reflects the school plan described throughout the application to include support services such as professional development, and the facility needs.<br>□ The budget is set up in the prescribed form requested by the authorizer, or according to the basic state of chart of accounts format.<br>□ The school demonstrates an understanding of the Financial Transparency Act.<br>□ The school provides a clear description of the spending decision hierarchy at the school and a general description of the process.<br>□ A list of services that will be contracted out is listed, if applicable. For key partnerships, a description of services to be provided is included. | □ Evidence of a financial plan that demonstrates fiscal viability is not provided.<br>□ Financial plan does not include description of anticipated revenue sources.<br>□ Few business office practices and policies are described.<br>□ The school budget does not reflect costs for insurance coverage and/or other appropriate costs.<br>□ The school budget does not reflect realistic assumptions to cover expenditures until revenues are realized.<br>□ There is no connection of the budget to the school's mission and focus.<br>□ The school's organizational structure does not provide enough support to conduct business services.<br>□ The school does not follow generally accepted accounting practices and does not have any description of internal policies or controls.<br>□ No plan is in place to report financial information to the community or the authorizer.<br>□ The school does not address the purchasing procedures at the school.<br>□ No information is provided as to what services will be purchased or contracted.<br>□ There is no process for evaluating expenditures. | ☐ | ☐ |

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| Meets Expectations | Does Not Meet Expectations | | |
|---|---|---|---|
| □ An evaluation process is described for evaluating expenditures against the needs and mission alignment, making changes based on this analysis.<br>□ Projected enrollment is adequate to meet staffing, facilities, and technology needs. | □ Projected enrollment is not adequate to meet staffing. | | |

| 1.10 Facilities Management | | Meets Expectations | |
|---|---|---|---|
| **Meets Expectations** | **Does Not Meet Expectations** | **YES** | **NO** |
| □ A description of any facilities is provided and includes sufficient detail to indicate that the facility is appropriate for use by the online school.<br>□ The school budget reflects reasonable costs associated with operating any facilities and the school's financing strategy is reasonable and appropriate.<br>□ Detailed information on facility needs along with specific and reasonable projected costs are provided.<br>□ The location of the facility is appropriate based on need.<br>□ Evidence that any facilities used by the school comply with applicable codes, health and safety laws, the requirements of ADA, etc., is provided. | □ A description of the school facility is provided; however, either a detail is insufficient, or the facility is insufficient to ensure the full implementation of the school program.<br>□ Facility needs are vaguely described and/or partial information on projected costs is provided.<br>□ The school budget does not reflect reasonable costs associated with operating the facility.<br>□ The location for the school is inappropriate based on need.<br>□ The school has not demonstrated that the facility is in compliance with applicable codes and health and safety laws. | ☐ | ☐ |

| 1.11 Risk Management | | Meets Expectations | |
|---|---|---|---|
| **Meets Expectations** | **Does Not Meet Expectations** | **YES** | **NO** |
| □ Policies and procedures related to the Children's Internet Protection Act as well as a copy of the school's student technology agreement are attached and are compliant with federal and state regulations.<br>□ Policies and/or procedures designed to address safety and security issues related to the physical facilities are attached and comply with all federal and state regulations.<br>□ The staff handbook includes policies and procedures concerning appropriate staff-student interactions.<br>□ School has provided a complete list of the types of insurance for which the school will contract and the coverage meets applicable insurance requirements. | □ Compliance with the Children's Internet Protection Act is not addressed.<br>□ Copy of the school's student technology agreement is not included.<br>□ Safety and security issues related to physical facilities are not addressed.<br>□ Appropriate staff-student interaction policies are not explained in the staff handbook.<br>□ Compliance with the state regulations concerning background checks of program staff and volunteers is not addressed.<br>□ The school has not provided a complete list of the types of insurance for which the school will contract. | ☐ | ☐ |

| 1.12 Student Academic Credit and Student Placement Policies | | Meets Expectations | |
|---|---|---|---|
| **Meets Expectations** | **Does Not Meet Expectations** | **YES** | **NO** |
| □ A list of the types of credits that students may earn is provided.<br>□ Evidence of sound policies and procedures for granting student academic credit is provided.<br>□ Graduation requirements are clearly outlined and meet Authorizer and state standards, such as Graduation Guidelines.<br>□ Placement policies and procedures include clear criteria and/or assessments for placing students in appropriate courses.<br>□ Credit requirements or competency benchmarks used for grade level promotion are clearly defined.<br>□ Policies and procedures ensure students will progress toward completion in a timely manner. | □ There are no clear credit requirements for graduation, if applicable.<br>□ There is no list of the type of credits students may earn.<br>□ Policies and procedures for granting student academic credits are absent or vague.<br>□ Graduation requirements do not meet Authorizer/state standards and do not include adherence with Graduation Guidelines.<br>□ Placement policies and procedures are vague or absent.<br>□ The criteria for grade level promotion are not clearly defined.<br>□ Policies and procedures do not ensure that students will progress toward completion in a timely manner. | ☐ | ☐ |

| 1.13 Student Achievement and Attendance Policies | | Meets Expectations | |
|---|---|---|---|
| **Meets Expectations** | **Does Not Meet Expectations** | **YES** | **NO** |
| □ Assessments are aligned with curriculum, instruction, standards, and legal requirements including, but not limited to, the Exceptional Children's Education Act (ECEA), Colorado English Language Proficiency Standards, and the READ Act.<br>□ A preliminary list of assessments is provided.<br>□ The assessment plan includes an anticipated schedule of frequency, and a plan to select additional assessments. The plan includes provisions for literacy testing, interventions, formative assessments, and summative assessments.<br>□ A standardized system for recording attendance and calculating attendance rates is articulated.<br>□ Evidence of clear policies and procedures for reporting absences and/or truancy to the student, family, enrolling district, and Authorizer is provided.<br>□ A clear process for tracking graduation, dropout and course completion rates that aligns with state reporting is described. | □ The assessments do not meet legal requirements.<br>□ Assessments are not aligned with curriculum and instruction.<br>□ A preliminary list of assessments is not provided.<br>□ There is no anticipated assessment schedule.<br>□ There is no standardized system for recording attendance or calculating attendance rates.<br>□ There are no policies or procedures for reporting absences or truancy.<br>□ There is no process for tracking graduation, dropout, and course completion rates.<br>□ The process described for tracking graduation, dropout, and course completion rates does not align with state reporting requirements. | ☐ | ☐ |

| 1.14 Student Records Policies | | Meets Expectations | |
|---|---|---|---|
| **Meets Expectations** | **Does Not Meet Expectations** | **YES** | **NO** |
| □ All student record policies comply with all applicable state and federal data privacy legal requirements.<br>□ A Student Information Privacy and Protection Policy, a School Service Contract Provider Breach policy, a Parent Rights and Complaint policy, and a Records Destruction policy are included or linked to.<br>□ Evidence of easily accessible contact information of school's records personnel is provided. | □ Student record policies do not comply with all applicable state and federal data privacy legal requirements.<br>□ A Student Information Privacy and Protection Policy, a School Service Contract Provider Breach policy, a Parent Rights and Complaint policy, and a Records Destruction policy are not provided.<br>□ Contact information of the school's records personnel is not easily accessible. | ☐ | ☐ |

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| | | YES | NO |
|---|---|---|---|
| □ Procedures for obtaining and providing student records are clearly defined and ensure that records are received /provided within the 14-day notice window.<br>□ A clear process has been established for permanent maintenance of student records by the Authorizer or charter school (if online school is also a charter school). | □ There is no assurance that the school will comply with the 14-day notice window for obtaining and providing student records.<br>□ There is no process or plan for maintaining student records. | | |

### 1.15 Guidance Counseling and Student Support Services

| Meets Expectations | Does Not Meet Expectations | YES | NO |
|---|---|---|---|
| □ A complete description of guidance counseling services is provided, including how these services will be staffed.<br>□ A description is provided of how the guidance counseling services will ensure students meet requirements of the school.<br>□ The services described are appropriate to the target population of students who will be served through the school.<br>□ Evidence of a plan to effectively orient parents and students to online learning technologies and successful online student practices is provided.<br>□ Intervention strategies for the tiers in RtI (Response to Intervention) are identified.<br>□ Evidence of staff availability for support services across multiple platforms is provided.<br>□ Policies and procedures for students to obtain support services are clearly defined and ensure timely response times by support staff. | □ There are no guidance counseling services described.<br>□ There is no assurance that guidance counseling services will help students to meet the requirements of the school.<br>□ The services described are insufficient or inappropriate based on the target population of students.<br>□ There is no description provided detailing how the school will orient students and parents to the online learning environment.<br>□ The school does not have a process in place to identify students who are struggling academically and to determine the cause and how the need will be addressed.<br>□ There is no RtI process in place.<br>□ Adequate staff is not available for support services.<br>□ Support services are not available.<br>□ It is difficult for student to obtain support services in a timely manner. | ☐ | ☐ |

### 1.16 Equitable Access for All Students

| Meets Expectations | Does Not Meet Expectations | YES | NO |
|---|---|---|---|
| □ The process described demonstrates that the Authorizer will ensure that the school has a plan in place to meet all legal requirements to identify students with special needs, to include IDEA, FAPE, and IEPs.<br>□ The school has a plan in place to identify and meet the needs of any English Learners, students with disabilities, Gifted and Talented students or other student populations with exceptional needs who enroll at the school.<br>□ The school has provided a plan to provide adequate staff to meet the needs of all students that includes a licensed Special Education teacher.<br>□ The school has a process for ongoing monitoring of all student populations. | □ The school has no process in place to identify students who are struggling academically and to determine the cause and how this need will be addressed.<br>□ The school has no plan in place to identify and meet the needs of English Learners, students with disabilities, Gifted and Talented or other special populations of students who enroll at the school.<br>□ The school does not address how staffing allocations will be used to meet the needs of students.<br>□ There is no provision for ongoing monitoring of special populations.<br>□ The budget does not reflect costs involved in addressing the needs of special populations.<br>□ The description of the enrollment process is insufficient and/or inequitable. | ☐ | ☐ |

| The budget reflects allocation for resources, staffing, and training needed to serve the needs of special populations.<br>□ The school had provided a clear description of the enrollment process including criteria for enrollment decisions, withdrawals, and transfers.<br>□ The school has an enrollment process that is equitable to all students. | □ The school has an enrollment process that is not equitable. | | |
|---|---|---|---|
| **1.17 Multi-district Online School Communication** | | | **Meets Expectations** |
| **Meets Expectations** | **Does Not Meet Expectations** | **YES** | **NO** |
| □ Policies and practices that guide communication between the school and parents of enrolled are clearly articulated and reflect the mission, vision, and goals of the school.<br>□ There is a policy and procedure for addressing concerns or complaints in a timely, effective manner that complies with federal and state laws.<br>□ Evidence of easy accessibility to relevant school contact information is provided.<br>□ The school has a plan for communication with parents, community, and school district that involve multiple platforms with up-to date information.<br>□ A copy of the parent/student handbook is attached.<br>□ The parent/student handbook includes a technology usage agreement that addresses compliance with the Children's Internet Protection Act and provides clear guidance about the acceptable and lawful use of any technology that is provided to the student by the school.<br>□ A signature page that indicates both the parent and student have read and understand school procedures and policy is included in the parent/student handbook.<br>□ The parent/student handbook clearly articulates policies and procedures including, but not limited to the following areas: enrollment, achievement and attendance, discipline/behavior, academic credit, course placement, record/transcripts, withdrawal/transfer. | □ There are no policies or practices that guide communication between the school and parents of enrolled students.<br>□ There is no policy or procedure for addressing concerns or complaints.<br>□ Relevant school contact information is not easily accessible.<br>□ The school does not have a plan for communication that involves multiple platforms or a process for ensuring data is current.<br>□ A copy of the parent/student handbook is not attached.<br>□ Technology Usage Agreement is not included in the parent/student handbook.<br>□ Information provided about student discipline, including how expulsion or suspension will be handled, is not provided.<br>□ The proposed student discipline policies are not in compliance with applicable laws.<br>□ A signature page indicating the student and parent understand school procedures and policies is not included. | □ | □ |

| Section 2: Compliance with the Quality Standards for Online Schools and Programs<br>(To be Completed by Authorizer) | | | |
|---|---|---|---|
| **2.1 Written Plan for Compliance with Quality Standards for Online Schools and Programs** | | Meets Expectations | |
| **Meets Expectations** | **Does Not Meet Expectations** | YES | NO |
| □ A signed copy of the *Certification Regarding Compliance with the Quality Standards* is attached.<br>□ A written plan which includes a specific timeline for *Quality Standards for Online Schools and Programs* compliance is attached.<br>□ Description of how plan was developed with collaboration between Authorizer and online school is present.<br>□ Compliance with *Quality Standards for Online Schools and Programs* will be complete by the time the school begins instruction.<br>□ All *Quality Standards* are addressed in the written plan. | □ A signed copy of the *Certification Regarding Compliance with Quality Standards* is not attached.<br>□ There is no written plan attached.<br>□ A timeline is not included in the written plan.<br>□ There is no description of how plan was developed.<br>□ Compliance with *Quality Standards for Online Schools and Programs* will not occur by the time the school begins student instruction.<br>□ All *Quality Standards* are not addressed in the written plan. | ☐ | ☐ |
| **2.2 Description of Quality Standards Review Process** | | Meets  Expectations | |
| **Meets Expectations** | **Does Not Meet Expectations** | YES | NO |
| □ Evidence is provided that the review process for the *Quality Standards* for *Online Schools and Programs* is a collaborative effort between the Authorizer and school.<br>□ A description of roles and responsibilities in the review process is provided.<br>□ Key steps in the review process are described. | □ There is no evidence that the review process of the *Quality Standards for Online Schools and Programs* is collaborative.<br>□ The review process is not clearly laid out and the roles/responsibilities have not been articulated<br>□ Key steps in review process are vague or absent. | ☐ | ☐ |

| Section 3: School Management Contracts<br>(Complete only if the proposed online school intends to contract with an Education Service Provider) | | | |
|---|---|---|---|
| **3.1 Explanation of Education Service Provider (ESP) Selection** | | | **Meets Expectations** |
| **Meets Expectations** | **Does Not Meet Expectations** | **YES** | **NO** |
| □ An explanation of how and why the Education Service Provider (ESP) was selected is provided.<br>□ The ESP selected clearly supports the vision, mission, and goals of the school.<br>□ Summary of how funding will flow to the ESP including the amount of funding retained by the district is described.<br>□ Identification of responsibilities and/or potential liabilities that the district may assume is provided.<br>□ Specific commitments by the district, charter, or the ESP are highlighted in management contract.<br>□ If applicable, a description of authorizer requirements related to the amount of funding that will be used for educational purposes vs. limits what amounts can be retained as profit by the ESP.<br>□ Description of how the Authorizer will monitor the expenditures of the ESP is provided. | □ An explanation of how and why the ESP was selected is not provided.<br>□ The ESP selected does not support the vision, mission, and goals of the school.<br>□ Summary of how funding will flow to the ESP not provided or is vague.<br>□ Identification of responsibilities and/or potential liabilities that the district may assume is not provided.<br>□ Specific commitments by the district, charter, or the ESP are not highlighted in management contract.<br>□ There is no description of authorizer requirements related to the amount of funding that will be used for educational purposes vs. limits what amounts can be retained as profit by the ESP.<br>□ Description of how the Authorizer will monitor the expenditures is not provided or is vague. | ☐ | ☐ |
| **3.2 Examples of ESP Efficacy** | | | **Meets Expectations** |
| **Meets Expectations** | **Does Not Meet Expectations** | **YES** | **NO** |
| □ The school has provided evidence of past success with the target population for the ESP.<br>□ A description of the types of assessments utilized for out of state academic achievement data is provided.<br>□ If the ESP has not operated in Colorado, a list of the states and schools in each state is provided.<br>□ For out of state public schools managed by the ESP, a copy of the equivalent of Colorado's School Performance Framework is provided.<br>□ Evidence of success in both academic achievement and non-academic functions is provided.<br>□ Re-enrollment rates for programs that the ESP previously operated are provided.<br>□ Graduation data (if applicable) for students who successfully complete the program are included. | □ The school has not provided evidence of past success with the target student population for the Education Service Provider.<br>□ A description of the types of assessments utilized for out of state academic achievement data is not provided.<br>□ A list of the states and schools in each state is not provided (for ESP's that have not previously operated in Colorado).<br>□ For out of state public schools managed by the ESP, a copy of the equivalent of Colorado's School Performance Framework is not provided.<br>□ Evidence of success in academic achievement and non-academic school functions is not provided.<br>□ Re-enrollment rates are not provided.<br>□ Graduation information is not provided (if applicable) | ☐ | ☐ |

| 3.3 Detailed Term Sheet | | Meets Expectations | |
| --- | --- | --- | --- |
| Meets Expectations | Does Not Meet Expectations | YES | NO |
| □ A detailed term sheet of the proposed management contract is attached.<br>□ The term sheet includes, but is not limited to the following details:<br>　□ Proposed duration of management contract<br>　□ Roles and responsibilities<br>　□ Scope of services<br>　□ Resources to be provided by the ESP<br>　□ Performance evaluation measures and timelines<br>　□ Compensation structure<br>　□ Methods of contract oversight and enforcement<br>　□ Investment disclosure<br>　□ Conditions for renewal and termination of the contract | □ A detailed term sheet of the proposed management contract is not included.<br>□ The term sheet does not address all necessary components. | ☐ | ☐ |

| 3.4 Draft of the Proposed Management Contract Attachment | | Meets Expectations | |
| --- | --- | --- | --- |
| Meets Expectations | Does Not Meet Expectations | YES | NO |
| □ The contract between the school and the ESP is a performance contract that includes reasonable terms and an ability to sever the relationship.<br>□ The contract includes data privacy and security terms sufficient to comply with state and federal legal requirements.<br>□ The contract includes data privacy and security terms sufficient to comply with state and federal legal requirements. | □ The contract between the school and the ESP does not include reasonable terms.<br>□ The contract does not comply with state or federal legal requirements or includes unreasonable or unacceptable terms.<br>□ The contract does not comply with state or federal legal requirements or includes unreasonable or unacceptable terms. | ☐ | ☐ |

| 3.5 Online School's BOE Relationship with ESP | | Meets Expectations | |
| --- | --- | --- | --- |
| Meets Expectations | Does Not Meet Expectations | YES | NO |
| □ Evidence of independent legal counsel for both the board and ESP is provided.<br>□ No provision of the ESP agreement shall interfere with the board's duty to exercise its responsibilities governing the operation of the school.<br>□ No provision of the ESP agreement shall alter the board's treasurer's legal obligation to direct that the deposit of all funds received by the school be placed in the school's account.<br>□ The school has provided assurance that there are no conflicts of interest with an ESP. | □ There is no evidence of independent legal counsel for both the board and the ESP.<br>□ The ESP agreement interferes with the board's duty to exercise its responsibilities governing the operation of the school.<br>□ Funds received by the school will not be deposited into the school's account.<br>□ The school has failed to provide assurance against conflicts of interest with the ESP. | ☐ | ☐ |

| 3.6 Staff Reporting to or Paid by the ESP | | Meets Expectations | |
|---|---|---|---|
| Meets Expectations | Does Not Meet Expectations | YES | NO |
| □ There is a clear agreement about which persons or positions are employees of the ESP and which persons or positions are employees of the school.<br>□ The governing board of the school has received legal confirmation of employee leasing if included in the ESP agreement. | □ It is unclear which persons or positions are employees of the ESP and which persons are employees of the school.<br>□ No legal confirmation of employee leasing (if included in the ESP agreement) has been given to the governing board of the school. | ☐ | ☐ |
| 3.7 Evidence Corporate Entity is Authorized to do Business in Colorado | | Meets Expectations | |
| Meets Expectations | Does Not Meet Expectations | YES | NO |
| □ The school has provided evidence that the ESP is authorized to do business in Colorado. | □ The ESP is not authorized to do business in Colorado. | ☐ | ☐ |

2021 Multi-district Certification Review Rubric