Table of Contents

Introduction

This instrument is designed to be used by charter schools and other educational organizations to evaluate and provide feedback to school support organizations (SSOs) that provide services to support the school. It can be used for CMOs, EMOs, back office providers, consultants, technology and other operations subcontractors (e.g., foodservice, transportation, custodial).   These organizations are referred to as Service Providers in the instrument.

Components

Section 1 addresses how the Service Provider contract compliance with the specific requirements identified in the contract, proposal or authorization.

Section 2 evaluates the quality of service provided in each functional area (if there is more than one) – e.g., professional development, interim assessment, financial management and reporting, human resource management, school operations management and support, student information management, strategic planning and implementation, or special education services. (Note: for some Service Providers or consultants with a narrow scope of work, only Section 2 may be applicable.)

Section 3 is a tool to provide feedback on the performance of individual persons who provide services to the school(s).

Section 4 is a form that the Service Provider should use to provide a response and feedback to the school organization on the evaluation.

Together these four sections should provide a mechanism to improve contractor, consultant or vendor performance by identifying strengths and weaknesses of the Service Provider relative to their scope of work, the quality of their service in specific areas, and the individual performance of Service Provider staff. It can be used quarterly or annually to monitor the Service Provider's performance over the term of their contract, or on a one-time basis to inform decisions about contract renewal, changing Service Providers or self-performing their activities.

A rubric describing the rating system is provided as an appendix to this document.

2

Recommended Process

We recommend the following process by which to implement the instrument:

1. Your school should designate an evaluation committee or individual (e.g., Executive Director, Chief Operating Officer, Board member or consultant) to coordinate the process.

2. The vendor to go through their scope of work or contract and complete the Criteria boxes in Section 1. Your committee or designated individual should review, edit, and approve the Service Provider's draft before using.

3. The committee or designate should have Section 1 completed by appropriate members of the committee or school. As Section 1 is more about technical compliance with the contract, we recommend there is only one copy of this form even if it incorporates input from several people.

4. Sections 2 and 3 should be distributed to the specific "users" of each functional service or Service Provider staff – e.g., principals, executive directors, board treasurers, school operations managers, human resource directors, etc. They should complete the forms and return to the committee or individual designate. It may be easier to use Survey Monkey or another online tool to administer and collect these sections.

5. The committee or designated individual should collect all three sections and assemble into a single document for distribution to the Service Provider.

6. The Service Provider should complete Section 4 and return to the committee or designated individual.

7. The committee or individual should have a meeting with the Service Provider to discuss the overall report. The meeting could be private or an open board or school staff meeting. (In the event there is a broad audience, feedback on individual performance in Section 3 may be redacted.)

Section 1

Contract Compliance

The section of the SSO Evaluation Instrument should be customized based on the specific contractual compliance obligations of the SSO. Some examples are provided for illustrative purposes only.

Criterion	Rating (see Appendix)	Comments
Reports to Board • Annually/Quarterly/Monthly • Ad hoc	__ In compliance __ Probationary __ Non-compliant	
Reports to State	__ In compliance __ Probationary __ Non-compliant	
Maximize funding • Obtain state & local funding • Obtain and comply with categorical funding	__ In compliance __ Probationary __ Non-compliant	
Budget development and monitoring • Timeliness • Accuracy	__ In compliance __ Probationary __ Non-compliant	
Maintenance of financial and business records	__ In compliance __ Probationary __ Non-compliant	
Compliance with local, state and federal guidelines • Timeliness • Accuracy	__ In compliance __ Probationary __ Non-compliant	
Personnel policies • Non-discrimination • Background checks	__ In compliance __ Probationary __ Non-compliant	
Non-solicitation of employees	__ In compliance __ Probationary __ Non-compliant	

Section 2

Functional Evaluation

The section of the SSO Evaluation Instrument should be customized based on the <u>specific functional scope of work</u> performed by the SSO. Some examples are provided for illustrative purposes only.

Reviewer Name & Title_____   Date of Review_____

Criterion	Rating (see Appendix)	Comments
Executive Leadership • Oversight of staff providing services to client. • Participation in strategic planning activities of client. • Staff support for charter school promotion efforts made by client. • Staff support for positive working relationships between client and state staff. • Assistance in negotiation of shared service agreements with school districts and major third-party service agreements.	__ Exceeds expectations __ Satisfactory __ Needs improvement __ Unsatisfactory	
Financial Management and Reporting • Monthly accruals, bank reconciliations, account reconciliations and accounting closes, intercompany account reconciliations between entities. • Development and management of school budgets and forecasts. • Reporting of school financial results in compliance with state requirements. • Administration of payroll for approval by client, including payout calculations, termination calculations, problem resolution, deduction adjustments, staff training. • Ongoing journal entries, payroll tracking for grants, intercompany accounting for staff shared between schools.	__ Exceeds expectations __ Satisfactory __ Needs improvement __ Unsatisfactory	

- Processing of payments on behalf of client, obtain check approvals, vendor issue resolution. - Completion of categorical funding grants applications, including Title I, IIa, IId, IVa, SIP, PCSP (excluding school improvement plans). Federal draw downs, document submission, receivables tracking, and cash flow forecasting. - Grant management system reporting, state retirement system reporting, formatting of data in state format and corresponding reports. - Petty cash reconciliation and replenishment; foodservice cash and activity fund tracking and reconciliation. - Creation and implementation of financial policies and procedures.		
Human Resource Management - Development of employee manual subject to client approval. - Coordination of teacher and staff recruiting activities. - On-boarding of new staff. - Assistance with terminations of staff, administration of exit interviews, communications with Department of Labor for unemployment claims, and COBRA administration. - Employee benefits administration. - Provide employee relations support. - Coordination of employee background checks. - Support for employee performance reviews. - Presentations at employee orientations and summer training.	__ Exceeds expectations __ Satisfactory __ Needs improvement __ Unsatisfactory	
School Operations Management - Employment of School Operations Managers. - On-site supervision of third-party service providers, including custodial services, foodservices, transportation, and security. - Process supply requisitions, purchase orders, and check	__ Exceeds expectations __ Satisfactory __ Needs improvement __ Unsatisfactory	

6

requests.		
- Manage petty cash and make bank deposits. - Coordination of procurement of school supplies. - On-site budget management. Participation in financial reviews with principals and Service Provider financial staff. - Incident reporting to insurance broker. - Creation and implementation of operations policies and procedures.		
Student Information and Compliance Reporting Student information, special education, professional and educational credentials, school calendar and student transcript reporting in coordination with site-based staff.	__ Exceeds expectations __ Satisfactory __ Needs improvement __ Unsatisfactory	
Technology Management - Supervision of site-based technology staff or subcontractors to implement school technology program and provide user support. - Liaise with school district technology staff.	__ Exceeds expectations __ Satisfactory __ Needs improvement __ Unsatisfactory	
Start-up and Expansion Management - Support for start-up activities including student and staff recruiting, and community outreach. - Project management of teacher recruiting process. Present at job fairs, coordinate advertising, candidate screening and interviews. - Teacher recruiting data management. Track applicants and status. - Community outreach management to conduct one-on-one and small group meetings with community influencers, parent and community meetings to promote the school, recruit and train canvassers to distribute pamphlets and other materials, and ensure they are interacting with the public in a professional and courteous manner. - Student recruitment project management. Manage recruiting and event logistics, canvasser management on	__ Exceeds expectations __ Satisfactory __ Needs improvement __ Unsatisfactory	

street-by-street basis. Update and maintain student enrollment database.		
● Grants and financial reporting management to coordinate grant applications, compliance, and monitor and reporting on start-up budget spending.		

Section 3

Individual Staff Feedback

The section of the SSO Evaluation Instrument should be used to solicit feedback on the performance of <u>individual SSO staff</u> assigned to support the school.

SSO Staff Name & Title _____

Reviewer Name & Title_____   Date of Review_____

Criterion	Rating (Enter appropriate letters where there are multiple criteria. See Appendix for rubric.)	Comments
Mission Support • Does the SSO staff understand and support the school organization's educational mission, philosophy, values, and program?	__ Mastery __ Proficient __ Basic __ Approaching Basic __ Unsatisfactory	
Job Knowledge: • Does the SSO staff understand their function to ensure the effective and efficient day to day functioning of the school organization? Comment on any particular strengths or deficiencies (e.g., HR, student information, budget).	__ Mastery __ Proficient __ Basic __ Approaching Basic __ Unsatisfactory	
Financial Management a. Does the SSO staff exercise prudent management of your school organizations' budget and resources? b. Does SSO staff have an understanding of how the budget model works such that they can support you in managing it	__ Mastery __ Proficient __ Basic __ Approaching Basic __ Unsatisfactory	

Criterion	Rating (Enter appropriate letters where there are multiple criteria. See Appendix for rubric.)	Comments
for the school?		
Professionalism: Does the SSO staff… a. Represent the school and client organization well? b. Show respect for self and others; demonstrate professional appearance and demeanor c. Timeliness to work and flexibility to get the job done if it takes extra time and effort d. Act like a "team player" in interaction with the staff and leadership team e. Demonstrate responsiveness to client and school leader	____ Mastery ____ Proficient ____ Basic ____ Approaching Basic ____ Unsatisfactory	
For Outsourced School Operations Managers only: Please rate the overall operational performance of the following functions at your school on degree of responsiveness to issues: a. Technology b. Custodial and maintenance c. Financial management d. Human resources management e. Student information support f. Procurement and supplies	____ Mastery ____ Proficient ____ Basic ____ Approaching Basic ____ Unsatisfactory	

Section 4

SSO Comment and Feedback

The section of the SSO Evaluation Instrument should be used by the SSO to respond to Sections 1, 2, and 3 above, and also provide general constructive feedback to the client organization.

Comments on Section 1
Comments on Section 2
Comments on Section 3
General Comments & Feedback from SSO

11

Appendix

Rating Rubric

Section 1 deliberately has only three ratings: compliant, probationary, and non-compliant. This section is not intended to be evaluative, but rather identify any specific areas of contract non-compliance by the Service Provider.

Rating	Description
Compliant	The Service Provider meets the contract requirement all or substantially all the time.
Probationary	The Service provider has failed to meet the contract requirement on one (if material) or several occasions, but the school organization has not received any notice of non-compliance from its authorizer or other governmental agency, and the Service Provider has been made aware of the deficiency and taken action to address the deficiency.
Non-compliant	The Service Provider has consistently or materially failed to comply with the contract requirements, and/or a notice of non-compliance has been received by the school organization from its authorizer or other governmental agency.

Section 2 is evaluative. Note that specific reviewers may not be able to evaluate certain criteria, so it is fine to leave the box blank or write "N/A" as a comment.

Rating	Description
Exceeds Expectations	The Service Provider exceeds the expectations of the school organization by providing an excellent level of service, e.g., producing reports ahead of schedule, anticipating problems and responding immediately to urgent requests, working extraordinarily flexible hours to meet the school organization's needs, or providing supplementary detail or support "beyond the call of duty". The Service Provider consistently advances the school organization's mission.
Satisfactory	The Service Provider consistently meets all performance expectations in timeliness, accuracy, responsiveness, efficiency, and integrity. In the rare event of failing to meet expectations, the Service Provider acknowledges the deficiency and takes clear and decisive action to address it.
Needs Improvement	The Service Provider has occasionally failed to meet the school organization's expectations, or has made a material error but otherwise has performed satisfactorily. In response to such failure, the Service Provider is slow to respond or challenges the facts rather than focusing on solving the problem proactively.
Unsatisfactory	The Service Provider consistently fails to meet the school organization's expectations, is inflexible when urgent or ad hoc requests are made, does not respond quickly to calls or emails, subverts the school organization's mission by its actions and behaviors, and does not embody the values of the school organization.

Section 3 is evaluative of individual performance. The output from Section 3 may be used to inform the Service Provider's own performance management system. Note that specific reviewers may not be able to evaluate certain criteria, so it is fine to leave the box blank or write "N/A" as a comment.

Rating	Description
Mastery	The individual demonstrates mastery of their job description, leads by example, and helps train others in their quest for professional mastery. The individual dedicates themselves to service excellence and embodies the school organization's mission and values. The individual is respected by their subordinates and may be viewed as a leader by others in their industry.
Proficient	The individual demonstrates a high level of competence in meeting the requirements of their job description. They seek to identify and solve problems proactively, and contribute positively to the school organization's culture. Their work is accurate and timely. They communicate well in speech and writing.
Basic	The individual "gets the job done". They have a solid understanding of the job requirements and meet them ably. Errors and omissions are uncommon, but they do not make extraordinary efforts to solve problems. They may not demonstrate interest in achieving professional mastery. They neither advance nor detract from the school organizations' mission.
Approaching Basic	The individual occasionally fails to meet the job requirements. Accuracy, timeliness, and communication are inconsistent. Attendance, punctuality and professionalism could be improved. The individual requires active supervision, gets defensive about errors, and does not yet function well outside their comfort zone. The individual does not sufficiently advance the school organization's mission and values.
Unsatisfactory	The individual is consistently deficient in the performance of their job duties. They do not respond well to feedback about improving their performance. They detract from the school organization's mission and values.