

Educational Service Provider (ESP) Evaluation – INSTRUCTIONS

The purpose of this instrument is to assist Academy Boards in the crucial process of communicating with and evaluating the effectiveness of their contracted Educational Service Provider (ESP) or other vendors. It is critical for Boards to understand that in most cases, the performance of their ESP represents the performance of the Academy. You will see many of the same criterion, evidence of success, metrics, questions, etc. that you will find in other Ferris State University (FSU) Charter Schools Office (CSO) processes and documents: School Support Color Document, Mid-Contract Review, Reauthorization, and Academy Contractual Performance Reports (CPR). Because of that consistency, Boards should discuss their ESP's performance when they receive any data or information related to meeting benchmarks, goals, academic assessment results, etc. ***The Board must review and understand the ESP contract. The CPR contains a great deal of information that can be useful in the ESP Evaluation process. The Board might decide to have the entire Board work on the whole process, "divide and conquer", or agree on some Board members who play more major roles.***

The evaluation instrument must be:

- reviewed and signed by each member of the Board
- reviewed and signed by a representative from the ESP
- reviewed and approved in a regular public meeting of the Academy Board
- submitted to Epicenter by November 30th of each school year

Of note:

- This evaluation focuses on three commonly *Provided Services*:
 - ***Provided Service 1 – Achievement of Academic Goals***
 - ***Provided Service 2 – School Leader and Staff***
 - ***Provided Service 3 – Business and Finance***

In addition, this document assists in the ***optional evaluation*** of other services such as:

Building Maintenance, Relationships, Marketing, Communication, Transportation, etc.

- Each *Provided Service* has Key Questions and Measures listed.
- The Measures have possible Goals and examples of Metrics (evidence) for that area.
- Some metrics match FSU's charter contract goals and can be determined based on numerical data (Academic Performance for example).
- Most metrics require some information gathering by the Board to determine whether the ESP is meeting a measure or not (School Leader and Staff for instance).
- ***Examples of possible metrics, measures, and questions*** are shared in this document; however, the Board needs to **communicate with the ESP** to determine what information they need to gather and review to decide if the ESP is meeting a measure. **The Board and ESP are welcome to agree on measures and metrics not contained in this document to determine if the service(s) is meeting the Board's expectations. The Board needs to review their vendor contract to ensure procedures do not violate the evaluation language contained in the contract.**

All services, measures, and examples of evidence need to be understood by both the Board and ESP. This process should help a Board explain and defend decisions to employ the ESP based on real data/information, minimize or eliminate confusion over Board expectations, assist in developing bids or

Requests for Proposals (RFPs) for services if needed, and ensure Boards, ESPs, and the CSO are all focusing on the same outcomes that meet or exceed the Board's and FSU's expectations.

PROVIDED SERVICES INFORMATION

PROVIDED SERVICE 1 – ACHIEVEMENT OF ACADEMIC GOALS

FSU authorized charter school academies must view academic performance as multi-faceted. Both student growth and student achievement (accurate and current data) must be reviewed regularly. The overall educational goal of preparing all students academically for success in college, work, and life must be broken down into metrics and performance data. The ESP usually recruits, employs, trains, supervises, and evaluates staff members. They also play a key role in curriculum, assessment, and instruction decisions. If the ESP provides those services at this academy, the ESP is responsible for academic growth and achievement for all students.

KEY QUESTIONS THE BOARD CAN DISCUSS AND ASK THE ESP, STAFF, AND STAKEHOLDERS:

- Does the Board receive quarterly academic reports dealing with both student growth and achievement?
- How does the Academy track academic progress and modify instruction based on the current data?
- The Board's charter contract with Ferris State University lists numerical academic goals based on NWEA MAP and State of Michigan required assessments. How many of these goals do we meet or exceed?
- How does our student performance data compare with area schools?
- If we are an **elementary school**, how many of our former students are on the Honor Roll at their middle school?
- If we are a **middle school**, how many of our former students are on the Honor Roll and graduate from their high school?
- If we are a **high school**, how many of our former students complete their post-secondary programs and/or are employed?

PROVIDED SERVICE 2 – SCHOOL LEADER AND STAFF

Quality education does not occur without dedicated educators who have the will and skill to maintain positive learning environments and help students create high quality deliverables. The school leader must have the knowledge and experience to operate as a successful instructional and operational leader. Someone submits your Registry of Educational Personnel (REP) report to the Michigan Department of Education (MDE). This submission includes entering **highly effective, effective, minimally effective, or ineffective** ratings for each teacher. Boards do not need to understand the submission process, but they should have an idea of how the teachers assigned to their school were rated.

KEY QUESTIONS THE BOARD CAN DISCUSS AND ASK THE ESP, STAFF, AND STAKEHOLDERS:

- Based on our academic growth and achievement expectations, was the school leader successful as an instructional leader? (based on objective academic outcomes)
- Is there an overall correlation between staff ratings in the REP and student performance outcomes? (i.e. high percentage of effective teachers leading to high percentage of students meeting Board and FSU learning goals)
- What does the ESP do to retain staff members? Is it working?
- Has the ESP's recruiting and selection procedures created a staff that assists and motivates our students to learn and grow based on meeting our contractual academic goals?
- Does the ESP communicate staff issues with the Academy Board in a timely manner?
- Are unsuccessful administrators and teachers removed from the Academy?
- Who submits the School Infrastructure Database (SID) report and does the SID indicate discipline occurrences are on the rise or declining?
- Does the school culture meet the expectations set or expected by the Board?

PROVIDED SERVICE 3 – BUSINESS AND FINANCE

Academy Boards are stewards of public funds. They should expect to have the public scrutinize financial procedures and be ready and able to defend Board decisions that are the best for students, have no conflicts of interest, be based on sound policies and research, and lead to financial stability. If the ESP is responsible for State, Federal, and authorizer compliance and reporting, the Board must remember that failure to submit accurate and timely reports can result in lost or delayed revenue or charter non-renewal.

KEY QUESTIONS THE BOARD CAN DISCUSS AND ASK THE ESP, STAFF, AND STAKEHOLDERS:

- Is the Board (or key members) involved with the budget process?
- Does the Board know who their vendors are, what they do, and when they are paid?
- Is the Academy's fund equity growing or shrinking at the end of the year?
- How accurate has the budget been the last two years?
- Are financial reports to the Board accurate, timely, and complete?
- Are financial procedures efficient? (payroll, invoice and payment process, procurement, etc.)
- What does the Board's auditor think about the Academy's operation?
- Who is responsible for the actual submission of reports and compliance documents and information to FSU, MDE, Intermediate School District (ISD), etc.? Is the Board or ESP aware of any concerns? Are there any procedures in place for someone to check on the submissions?

OPTIONAL SERVICES WITH EXAMPLES – THESE ARE ADDITIONAL AREAS THE BOARD MAY WISH TO EVALUATE. THE CSO DOES NOT REQUIRE ANY OPTIONAL SERVICE BE COMPLETED.

BUILDING MAINTENANCE

Boards must ensure their students are learning in a safe and comfortable environment. Leases, mortgages, and bond payments are paid with public funds so it is crucial the Academy Board can defend their facility payments based on market value, interest rates, and timelines.

KEY QUESTIONS THE BOARD CAN DISCUSS AND ASK THE ESP, STAFF, AND STAKEHOLDERS:

- Is the building lease held by the ESP and is it affecting the ability of the Board to change management companies if necessary?
- Are annual facility costs interfering with the Academy's ability to grow their fund equity that could result in the Board purchasing a facility?
- What is the comparison of the building's value and amount/number of years of the lease? Is there a reduction in the amount of the lease after a number of years?
- Does the building meet all safety codes?
- Is the building clean and attractive?
- Is the temperature and lighting conducive to student learning?

RELATIONSHIPS, MARKETING, AND COMMUNICATION

It is common for boards to rely on their ESP to be responsible for many facets of communication with the Academy's stakeholders and the public. Think about how the public perceives the school, does the school utilize a complete and accurate website, and is the public reached by marketing initiatives and updated information. Academy Boards must analyze communication procedures between the ESP and all members. The Board/ESP relationship must be driven by the fact that the Academy only exists because the Board holds a charter contract and district/building codes. It is essential that the ESP and Board have a good working relationship with other entities.

KEY QUESTIONS THE BOARD CAN DISCUSS AND ASK THE ESP, STAFF, AND STAKEHOLDERS:

- Does the Academy website contain all mandated information?
- Is the website easy to use and does it provide information (or links) to handbooks, policies, calendars, student activities, announcements, staff member connects, parental portals for the student information system, etc.?
- Is the Board involved with marketing decisions and plans?
- Is enrollment growing or declining and reasons?
- Does the Board always receive complete and timely information from the ESP that enables the Board to make good decisions that can be defended with facts?
- Is the relationship with the ESP such that it is clear who works for whom?

- What do the students and parents think about communication procedures at the school- especially changes and updates?
- What are the relationships with the ISD, local media, post-secondary institutions, Local Educational Agencies (LEAs) - (especially ones that enroll students after they complete the Academy's program), community leaders, area business and non-profits, etc.?

OTHER SERVICES TO BE EVALUATED

If the Board and ESP agree to include other services in the evaluation process, they should also discuss and determine key questions, research, measures, and metrics. Whenever possible, information used in the evaluation process should be as objective as possible and come from more than one source.

COMMUNICATION WITH THE ESP

The Board needs to decide if they want to meet with the ESP before or after completing the Summation and Determination sections. The ESP should have already reviewed the blank evaluation form and agreed with the Board on the services they provide and the evaluation process. The Board and ESP might decide to give more weight to certain services. The Board has some flexibility to customize the evaluation process if the CSO agrees with the process.

DIRECTIONS FOR EVALUATION SUMMATION

- Determine the total number of services scored to the ESP and enter the number on the line.
- Count the number of **“Did not Meet”**, **“Met”** or **“Exceeded Measure”** selected on the evaluation and enter the number on the line. There are values (1, 2, 3) for each measure on the evaluation form if the Board wants to do a numerical average or other mathematical calculation. The Board needs to make that determination.
- Discuss, as a Board, what are the strengths of the ESP that you can defend with data, surveys, reports, etc. – areas the Board is proud of. List the services in the space – bullet points are fine.
- Do the same for services that need to be improved. Do not go into detail here – just list the service areas.
- Add any comments. This is where the Board might want to note how long the ESP has been contracted with, personnel changes, recent developments – both positive and negative, etc.

DIRECTIONS FOR OVERALL BOARD DETERMINATION OF ESP PERFORMANCE

- Review, discuss, and approve the entire evaluation document in a regular public meeting of the Academy Board
- Determine and check one of the three lines
- *You can add as much detail regarding any of the three determinations – feel free to use the back of the form or add an attachment. Just indicate that you are doing so after the selected determination*
- Board President signs and dates the Determination Section.

DIRECTIONS FOR SUBMITTING ESP EVALUATION INTO EPICENTER

- The ESP Evaluation is in Word format in Epicenter
- Boards need to meet with their Epicenter User to discuss submission process
- ESP Evaluation submission is in Epicenter as a “task” for your Epicenter User